New Fairfield High School
Educational Specifications

Grade Nine to Grade Twelve

New Fairfield Public Schools
New Fairfield, CT

June 2019

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Section I: Rationale for Project

Overview of Building and Site

New Fairfield High School is a four-year comprehensive high school that was built in 1972 on a 145.5 acre site off Gillotti Road in New Fairfield, Connecticut. The building sits on a sloping site and has been designed with three levels of educational program space nestled into the slope. Additionally, there are basement areas that primarily house the building's mechanical, electrical, plumbing and fire protection systems. There have been several additions and renovation projects at the school in the 1993 and 2010's, and the total gross building area of the facility now stands at approximately 165,000 square feet given some shared space with New Fairfield Middle School. The 1993 addition at the high school site was part of a new middle school addition. The past building projects have mainly focused on aesthetic and program related improvements and have not addressed infrastructure needs that are now resulting in building system failures at the physical plant.

New Fairfield High School building includes general classrooms, technology education laboratories, science classroom/laboratories, a media center, an auditorium and an extensive physical education/interscholastic area complete with an indoor swimming/diving facility and a multi-use "field-turf" playing surface at football field. Lights have been installed at this complex for evening events. New Fairfield High School is fully accredited by the Commission on Public Secondary Schools (CPSS) for the New England Association of Schools and Colleges (NEASC). However, its accreditation status is currently under review. The accrediting agency recently sent a visiting team to New Fairfield High School. In preparation for the visiting committee, the staff at New Fairfield High School prepared a self-study document examining the level of adherence to the Standards for Accreditation. Through the self-study process, it has become evident that facilities at New Fairfield High School do not, in all instances, support the curriculum for implementation as it was originally designed. Although the building has been well maintained in its 47 year existence, several components of the buildings infrastructure have begun to fail and/or are at the end of their projected useful life. In the past several years, several infrastructure elements at New Fairfield High School have failed. There have been several wiring malfunctions to the fire alarm system which have been temporarily addressed but which need a complete overhaul. Electrical and plumbing issues are constantly addressed on a short-term basis but need a long-term solution. The State Department of Education Civil Rights Compliance Review team has cited New Fairfield High School for non-compliance in a number of specific areas. Although efforts have been made by the district to address the cited areas, the efforts have fallen short of full compliance. A major building project would be necessary to fully satisfy the ADA issues identified through the recent Civil Rights Compliance Review.

Recognizing the fact that the physical plant at New Fairfield High School has served the community well for the past 47 years, and understanding the safety concerns, infrastructure needs and the impact on educational curriculum, the 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 violations, 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

New Fairfield High School was designed in 1971 and construction started in 1972. The original building was approximately 180,000 SF and included academic classrooms, an auditorium, a gymnasium, cafeteria and kitchen and other support spaces. The project was contracted as a maximum not-to-exceed construction project and included the building, site as well as furniture, furnishings and equipment for $4,200,000. The construction project was challenged from the very start and there are several reports that document some of the deficiencies of the original construction. In 1993, a middle school was added to the campus and a new cafeteria space was built for the high school. Over the years, there have been several small projects at the high school including a roof replacement in 2000 and culinary center in 2018. The science clabrooms were renovated with the 2010 renovation project, however, based on the existing facility constraints, natural light could not be accommodated and the HVAC system was minimally updated. As is evident by the existing conditions reports, many of the infrastructure and structural issues have not been addressed since the original project. Some of the major infrastructure and building concerns are:

SITE:

a. Parking & vehicular circulation
b. Accessibility
c. Utilities – Water / Well System
d. Septic System – Needs update

BUILDING:

e. Energy efficiency – Electric Heat
f. Interior Partitions – Acoustical separation
g. Auditorium – Accessibility, Acoustics, MEP Systems
h. Pool – Aged systems and poor ventilation and dehumidification
i. Interior & Exterior finishes – Aged and failing
j. Kitchen & Servery – ADA compliance
k. Elevator – ADA / Accessibility
l. Building Security – Need to meet Standards
m. Natural Light – Very limited
n. Program Space for collaboration and conferences is limited
o. Groundwater infiltration / Flooding at lower levels
p. HAZMAT – PCB and Asbestos abatement needed
q. Structure – Concerns based on original report. Non-seismic design
r. Building Envelope – Poor condition (Tilt Wall Construction)
s. Windows – Need replacement

MEP (MECHANICAL, ELECTRICAL, PLUMBING) SYSTEMS:

t. Limited sprinkler system
u. HVAC and Electrical Systems – At end of life (1972)
v. Fire Alarm non-compliant / non-addressable
w. Technology & Communications – Needs updating

Section II: District 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.

NFHS Mission and Core Values & Beliefs Statement

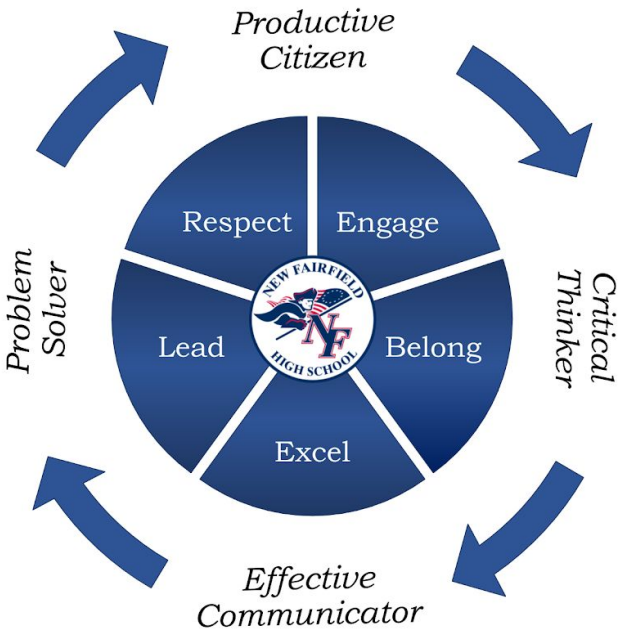
New Fairfield High School

MISSION STATEMENT

New Fairfield High School strives to provide a safe educational environment in which students *respect* the right for all to become *engaged* learners and responsible citizens who *belong*, *excel* and *lead* within a diverse society and changing world.

CORE VALUES & BELIEFS STATEMENT

New Fairfield High School is committed to all students achieving high academic standards and personal wellness, enabling continuous growth through authentic, flexible pathways.
By prioritizing connectedness and compassion, we empower all members of our learning community to take ownership of our individual and collective development as we foster the *Attributes of the Graduate*.



Section III: Long Range Educational Plan

Key Planning & Design Concept

The reorganization of New Fairfield High School 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.
- Increased parking and improved vehicular and pedestrian circulation to allow for the middle school and high school to have the same start time.
- Separation of the academic and community use spaces.
- A clearly identified community entrance.
- A facility that is accessible to all individuals with disabilities.

BUILDING

- Space adjacencies that enhance / improve intra- and interdepartmental communications and teacher collaboration.
- Simplification of internal building circulation
- Given the challenges of a multi-level building, develop design concepts that consolidate academic departments
- Improve the efficiency of the existing space utilization and provide flexibility of instructional spaces.
- Reorganize and develop academic programs around 21st Century educational pedagogy.
- Implement safety and security measures throughout the facility.
- Develop a ubiquitous technology environment.
- Develop a plan that optimizes energy savings and infuses sustainable design principles in all aspects of the facility.
- Develop the building as an educational tool that incorporates the building infrastructure, energy management systems and sustainable design principles into the curriculum.

Concepts Considered

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

i. Limited Renovations
ii. Full Renovations under the "Renovate as New" Status with the State Department of Administrative Services.
iii. Full Renovations and Additions under the "Renovate as New" Status with the State Department of Administrative Services.
iv. New Facility on the Existing Site

The Limited Renovations approach included a design that was developed around additions and renovation that resolved program deficiencies in specific program areas. The main emphasis for renovation/additions was placed on improving the program areas with outdated and/or inadequate facilities that needed improvement were Music, Technology Education, Media Center, Art, School Counseling and Physical Education. During the review and programming process which took place with all the NFHS departments, additional program deficiencies came to light. It was soon 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, especially the Mechanical,

Electrical and Plumbing systems are 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 reimbursement for a limited scope project is much lower compared to other options, resulting in cost differentials that are minimal.

The Full Renovations 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. The greatest challenge with this approach is the abatement of hazmat and the replacement of the building systems. The construction in this approach would 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 and Additions 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. The following is a partial list of options evaluated:

1. A new auditorium and music spaces as well as redesigned physical education spaces.
2. Relocation of the administrative functions to an addition in the front of the building.
3. Second level expansion for the science and academic programs.

The solution will meet many educational program requirements through the addition. The greatest challenge with this approach is the abatement of hazmat, the replacement of the building systems, and space standards. The construction in this approach would phased and would have significant impact on teaching and learning. Project cost and schedule delays based on the history of the original construction of the high 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 - The QA+M team conducted a preliminary evaluation of a new facility on the existing site and identified the following item 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 New Fairfield High School. The programs that would be most significantly impacted will be physical education and athletics, as the new facility will need to be located on the existing practice fields. The new facility would be right sized to accommodate the declining student population and would be completed in under two years. Based on recent legislation, the reimbursement rate for a new facility is approximately 10% lower. However, a reimbursement reduction waiver could be reviewed with the State Department of Administrative Services.
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 four scenarios, the design options developed for New Fairfield High School in concert with the school administration and town leaders, and feedback from the Office of School Construction Grants and Review, the option to build a new facility on the campus of the current high 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 New Fairfield High School, enrollment projections would be required for October 2019 thru 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 New Fairfield High School is as follows:

The enrollment at the high school peaked in 2008-2009 and has been declining with a low of 613 students projected in 2026-2027. Based on this projection the student enrollment of 716 (2019-2020) will be utilized for the Department of Administrative Services Grant application and the space standards calculations for New Fairfield High School.

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 New Fairfield High 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 186.5 SF. With the projected highest enrollment at 716 students based on the 2019-2020 school year the maximum allowable area for New Fairfield High School is 133,534 Net SF. which is approximately 138,000 Gross SF of building area. The existing building based on shared facilities for the natatorium, kitchen and auditorium programs is 164,800 SF.

Section V: Learning / Educational Activities

Educational Specification Committee – Process

The 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.
Maintenance of a department structure with a move to combined departmental offices, where possible.
Focus on the use of the building for upper secondary education.
Maintenance of class size under the district guidelines.
Maintenance of current course offerings with adjustments for curriculum review.
Gathering of constituents' input.
Assurance that the building is ready for increased technology.
Provision for flexibility in room usage.
Provision for intermediate-sized group spaces.
Provision for attractive and welcoming aesthetics.
Provision for energy efficiency and high indoor air quality.
Addressing all building and life safety codes, ADA and Civil Rights Compliance Review concerns.

Priorities

Based on the priorities established by the Town of New Fairfield and New Fairfield Public Schools leadership, QA+M Architecture approached the New Fairfield High School project by creating three primary focus areas. The first focus area was energy management, the second was accessibility citations identified throughout the building and grounds by the State Department of Education, and the third being that the facilities should support 21st century educational programming and 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 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. Based on the analysis and research it was determined that a complete replacement of the existing heating system would be the best solution for the facility. Additionally, a central air conditioning system that would replace all the partial systems would also be included as part of a project. The energy management analysis also included an evaluation of alternative energy systems. The team will explore several options for possible integration 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. This includes, use of a photovoltaic system due to some significant incentives available for the project, geothermal systems based on significant advancement in the technology and co-generation, based on the short payback. A final decision on the systems will be made at the design development phase of the project. Additionally, the design team incorporated reusable energy and sustainable design into the school to allow student access to the technology, with the ability to integrate the systems into the science and technology curriculum. Other elements to be included into the proposed scope of work for energy management would be complete window and roof replacement, with the potential integration solar electric system into the building envelope.

2. The second focus area is specific to the Civil Rights Compliance Review and ADA standards. The scope of this priority includes the entire New Fairfield High School building and site. Concerns to be addressed on the site will include handicapped accessible parking, walkways and drop-off areas around the site as well as accessible routes to the various fields, bleachers and site elements/improvements. Within the building, all programs will require compliance with accessibility codes based on ADA, UFAS, ANSI and regulatory building codes. The design team's evaluation and recommendation is that all ADA and code issues must be addressed through any renovation and/or new construction project.

3. The third and perhaps the most significant focus area is the evaluation of the educational curriculum and program needs for New Fairfield High School. The QA+M team held meetings with the heads of all departments, school administrators and facilities staff, and worked with the NFHS educational specification committee to develop the educational specification and space needs program. The program information, along with the facility study documents, has been used to generate various design approaches and concepts that address all the educational program requirements at New Fairfield High School. The design process also considered the following planning concepts 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 New Fairfield High School are identified in the following program summary.

Overall Educational Program Concept

New Fairfield High School will be designed with an emphasis on core academic spaces with a concept that focuses around the consolidation and redesign of all the academic, community and support spaces.

Facilitate 21st century learning with facilities that support the curriculum and includes modern technology, infrastructure, and choice.
Improve accessibility throughout the school.
Develop an agile and flexible learning environment with FFE that supports multiple learning styles.
Provide small group instructional and breakout spaces for collaborative work throughout the building.
Showcase student interests and work throughout the building.
Improve energy efficiency and implement sustainable principles throughout the facility.
Increased participation in community service, work experience and extended learning programs.

Support students in attending competitive colleges and post-secondary vocational programs.
Enhance community access to all assembly and athletic spaces.

b. **The English and Social Studies Departments** must include classrooms that are designed as flexible spaces for large and small group instruction. All classrooms must provide adequate FFE to support the independent reading program as well as reading and writing conferencing. All program spaces must meet current codes and safety regulations, and include technology infrastructure to support voice, video and data systems; equipment and furnishings. Departmental space should be contiguous. A shared office/work room with the world language department will promote collaboration and also must include a bookroom, storage space, and small group instructional rooms for conferencing or tutoring.

c. **The Mathematics Department** must include classrooms with the design of flexible space for large and small group instructional areas including breakout spaces for intervention. All program spaces must meet current codes and safety regulations, and include technology infrastructure to support voice, video and data systems; equipment and furnishings. The department's space should be contiguous. A shared office/work room with the science department will promote collaboration and also must include a bookroom, storage space, and small group instructional rooms for conferencing or tutoring.

d. **The Science Department** must include appropriately sized "Clabrooms" combined classroom & laboratory space, adjoining preparatory and storage rooms, imbedded technology, and a greenhouse. Clabrooms must be include FFE specific to the unique disciplines within the science department of Biology, Chemistry, and Physics as well as elective programs. All program spaces must meet current codes and safety regulations. The department space should be contiguous and include a shared office/work room with the mathematics department. A shared office/work room with the mathematics department will promote collaboration and also must include a bookroom, storage space, and small group instructional rooms for conferencing or tutoring.

e. **The World Language Department** must include additional classroom space with flexible for large and small group instructional areas to support all forms of language acquisition (reading, writing, speaking, listening). All program spaces must meet current codes and safety regulations, and include technology infrastructure to support voice, video and data systems; equipment and furnishings. A language laboratory based on digital systems must be provided. The department's space should be contiguous. A shared office/work room with the English and social studies departments will promote collaboration and also must include a bookroom, storage space, and small group instructional rooms for conferencing or tutoring.

f. **The Special Education Department** must provide a combination of small and large group instructional rooms and resource classrooms that promote inclusion. All program spaces must meet current codes and safety regulations, and include technology infrastructure to support voice, video and data systems; equipment and furnishings. The design of the special education spaces should provide sensory friendly lighting and acoustics that would be beneficial for all students. A classroom should be provided with adequate FFE to support instruction in the activities of daily living. The department's space should be contiguous with office and program space for related service providers such as speech, occupational therapy, and physical therapy. A office/work room with conference space will promote collaboration among all departments and also must include storage space for teachers and paraprofessionals.

g. **The Music Department** must include specialized spaces and FFE that accommodate the unique needs of band, chorus, and orchestra with proper acoustics. Rehearsal rooms must be adequate in size and there is a significant need for practice instrument storage, general storage and other support spaces. A shared classroom space for music theory is also required. All program spaces must meet current codes and safety regulations, and include technology infrastructure to support voice, video and data systems; equipment and furnishings. The department's space should be contiguous with the auditorium. A recording studio that supports audio and video recording could be shared or situated near the learning commons.

h. **The Art Department** was renovated to address many concern, however there are still some concerns over appropriate space for storage, the kiln and support space for display within the studios and a student gallery. Additional space is needed for the graphics program and lectures. By relocating the department to the Technology Education area, the graphics, lecture and display can be shared to create greater efficiency on the use of program space. All program spaces must meet current codes and safety regulations, and include technology infrastructure to support voice, video and data systems; equipment and furnishings. The department's spaces should be contiguous.

i. **The Technology Education Department** is currently housed in space that was designed to be the "Shop" in earlier educational models. The organizing and interior finish is inappropriate for today's technology education curriculum. By reorganizing the existing space, the program can be consolidated to provide a technology rich high-tech environment that is geared towards the digital age while providing the hands-on environments in the construction, robotic and engineering labs. By sharing spaces with art and supporting the performing arts/theater programs the technology education program is an integral part of the academic program. All program spaces must meet current codes and safety regulations, and include technology infrastructure to support voice, video and data systems; equipment and furnishings. The department's spaces should be contiguous.

j. **The Business Department** must be flexible space for large and small group instruction. The business classrooms must provide appropriate FFE to support personal finance, investment management, video conferencing around the globe, and marketing presentations. All program spaces must meet current codes and safety regulations, and include technology infrastructure to support voice, video and data systems; equipment and furnishings. The department's space should be contiguous and include a shared office/work room and storage space.

k. **The Family and Consumer Science Department** must be provide a culinary kitchen with multiple workstations including the appropriate support equipment and storage. A shared cafe and instructional space must be located adjacent to the culinary kitchen. Child Development must provide planning space for high school students while also serving as a Pre-K. It should have a separate entrance/pick-up point and an environment inclusive of playful colors and FFE appropriate for the age group. Interior and Fashion Design must include specialized classrooms with appropriate FFE for clothing construction, fitting, and modeling. All program spaces must meet current codes and safety regulations, and include technology infrastructure to support voice, video and data systems; equipment and furnishings. The department's space should be contiguous and include storage space.

l. **The Auditorium** is a crucial component of the high school. The auditorium supports every department

of the school and is a true multi-functional space. The auditorium / theater will be a multi-purpose performance space that will accommodate programs that range from public speaking and presentation, to music recitals, dance and theatrical performances. The auditorium is to be designed to accommodate large school gatherings as well as performances for smaller audiences. Musical performances will include the band, the concert choir, strings students and must support district-wide band, choir, and strings concerts. The auditorium can also be the venue for community groups and co-curricular clubs. The auditorium must meet current codes and safety regulations, and include technology infrastructure to support voice, video and data systems; equipment and furnishings. Technology for large format display and recording of events should also incorporated into the design. The auditorium should be located adjacent to parking with a lobby/pre-function space and community access. Concession and box office should be provided.

m. **The Learning Commons** should be the hub of the high school and contribute to the academic success of students. The space must incorporate technology with multiple charging stations, provide structured and informal seating areas with various furniture options, quiet and small group study rooms, and be an inviting space with abundant natural light that encourages student interaction, research, and learning. Flexible FFE is essential to allow for continual reorganization of the learning environment and allow for multiclass use and access to available resources. The Learning Commons must also include a makerspace and technology for large format display. The Learning Commons should also serve as a community space. The location of the learning commons should be near academic areas and community areas.

n. **The Cafeteria and Kitchen** must support the flow of students to and from the space and within the seating area. Bathrooms must be included in the cafeteria space. A variety of choice seating should be provided that emulates a university dining hall and can function as a study hall seating when not being used during lunch. The servery must be ADA compliant. A separate loading dock and clearly defined pedestrian and vehicular circulation path is essential in maintaining a safe and user-friendly environment. The location of the cafeteria should be near academic areas and community areas.

o. **The Physical Education and Health Department and Athletics** are an important part of student life in all high schools. The challenges facing New Fairfield High School emanate from outdated facilities, inequity in the assignment of space resulting in Title IX violations, inadequate teaching locations for health education, and poor locker room conditions. Although the accessibility, infrastructure and physical conditions can be addressed within the existing space, the Title IX and instructional concerns need to be addressed by developing an appropriately sized locker rooms and classroom for physical education, health, athletics, and the natatorium (pool). In addition to a full sized gym, space is needed for the fitness room as well as wrestling and cheerleading programs. All program spaces must meet current codes and safety regulations, and include technology infrastructure to support voice, video and data systems; equipment and furnishings. The department's spaces should be contiguous.

p. **The Administration** offices must be designed to provide support for the efficient operation of the administrative, secretarial, and security 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. FFE specific to the administrative use must be installed. The school resource offices office should be proximate to the main office. All program spaces must meet current codes and safety regulations, and include technology infrastructure to support voice, video and data systems; equipment and furnishings.

q. **The School Counseling Department** provides services to all students at NFHS (regular education, special education, alternative education). The model of delivery includes: individual, group, family, and classroom sessions. Small group instructional spaces for multiple counselors is required. The school counseling department should have shared space in a "mental health suite" that includes school counselors, school nurse and clinic, social worker, and school psychologist. This area must include private conference rooms, private office spaces, college and career center area, secretarial area, waiting areas, storage area, and fire safe master and confidential file areas. All program spaces must meet current codes and safety regulations, and include technology infrastructure to support voice, video and data systems; equipment and furnishings. The mental health suite should be adjacent to administration offices.

r. **The Facility Management including the physical plant** and building systems infrastructure at New Fairfield High School must meet the latest building, fire and life safety codes adopted by the State of Connecticut. In addition the NFHS 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 with the goal of making New Fairfield High School an example of environmental stewardship. All program spaces will be accessible.

s. **The Site** at New Fairfield High School is quite large however the steep grades and contours do present some challenges. Parking and vehicular circulation needs to be addressed in order to allow for the potential of the high and middle school start times being the same. The Civil Rights Compliance Review report cited lack of access at the site and the fields as part of the deficiencies identified at NFHS. The site slopes, resulting in the need for ramps in several locations. Reorganization of the vehicular traffic is necessary to provide separation of bus and car (parent & student) traffic. Additional parking is needed to support the academic program.

Flexibility and Agility

Understanding that change is a constant for school facilities, the design of New Fairfield High School must be flexible and agile. The spaces should be equipped with the necessary tools and furniture to encourage collaboration, self-directed learning and the many varieties of teaching, exploration and discovery that are the trademark of superior and healthy educational environments. To accommodate the ever-changing world of educational theory, these environments have the power to change not just year-to-year but day-to day.

In support of this dynamic and agile learning environment all elements of the facility should be designed to support possible re-configurations of its interior space. These design elements could include, but are not limited to:

- Interior partitions that are de-mountable or non-load bearing
- Using circulation areas as potential break-out spaces, an approach that could be applied to the new gym and auditorium lobby.
- Creating space that can adapt to a variety of teaching and learning styles (lecture, team work, self-directed, individual). The multipurpose room would be such a space as well as commons areas.

While all of these traits provide one level of flexibility, perhaps a much more important level of flexibility would be demonstrated in a facility that allows for different curricular models to exist without the reconfiguration of existing space.

Furniture, Fixtures, and Equipment

The planning for New Fairfield High School's construction must also take into accounts FF&E. The implementation of a furniture program is critical in the success of the school facility, a process that brings closure to facilities planning by ensuring that the facility and its furnishings compliment and connect with the school's educational goals. High expectations for academic programs and community life translate into extended hours of usage and high-performance requirements for facilities and furnishings. Integration of furniture planning with the building design supports: Student-centered decision making; Flexible, program driven facilities; A variety of teaching practices; Technology integrated with learning; Formal and informal interaction, promoting teams and community; Increasing requirements for flexibility, agility, and multi function; A recognition that schools in competition for students and teachers necessitate a consistent image and real benefits for the learner.

Several strategies enable furniture and facilities to support the education process:

Plan ahead: To avoid planning disconnects, furniture scope and concepts need to be planned with the initial stages of a project. This allows the school to maintain control over budget, schedule, the physical coordination between facilities and furniture and more importantly allows the spaces to work as planned.

Recognize that people work in different modes throughout the day: Flexible and adaptive furniture should meet needs for varying teaching and learning styles. Understand the need for connectivity to technology is increasing. Smaller computers and powerful networks allow a whole classroom to be connected at once. Furniture needs to accommodate computers at times and hands-on project work at others. Students with laptops and handheld devices require connectivity in locations previously unconsidered: informal benches, terrace, or common space such as the lobby, commons, or multipurpose.

Furniture can address ergonomic issues that promote student well-being: Seating concepts should relate to desk concepts. Modular and adjustable furniture should meet ergonomic needs of individual users.

Flexible / agile / multi-functional: Furniture that can meet several needs will stretch the budget, increase functionality, and potentially open floor area within the facility. In addition to specifying modular furniture within one room, opportunities to share furniture within the building should be explored, keeping in mind that furniture for 21st century schools must respond to ever-changing performance requirements.

Don't forget about public areas: Furniture can support informal learning. Lounge seating with tablet arms, furniture with wheels to encourage impromptu arrangements, and cafe tables can all reinforce student interaction.

Energy Conservation and Sustainable Design

With a goal of educating future global leaders, New Fairfield High School has the opportunity to become examples and a teaching tool to future stewards of the environment. Through the construction of a new facility, the school can improve the impact on the environment and reduce operating costs while educating staff, students & community members on the values of sustainable or "green" design. With careful planning, a building and an educational program can come together to teach students the value of their environment, and their own impact on our ecological future. By raising students' awareness of their surroundings and the impact of human actions on the environment, schools have the opportunity, in a single building program, to create a sense of environmental citizenship that will influence their students well beyond the classroom walls.

There is no standard sustainable formula that can be applied to every expanded or new school facility under construction, however, the goals outlined below can assist schools in developing a green plan that best represents and serves its community.

Low Environmental Impact
Maximizing the benefits of a building site can help facilities on a variety of levels. From preserving native landscape to effective storm water and wastewater management, a thoughtful building plan can lessen a facility's impact on the original environment of a school site. Even the color of roof and paving surfaces can impact the energy usage of the facility. Sound site design strategies are not only good for the environment; they can also provide opportunities for students to learn about native plant and animal species, effective water management and other important green concepts. The New Fairfield High School project will incorporate a green roof into the design and the design team will work with the school staff to integrate the sustainable and energy conservation concepts into the science curriculum.

High Environmental Quality
Preserving the natural environment also translates to maintaining a high environmental quality within school facilities. Indoor Air Quality (IAQ) is just one element of the building environment that affects students, teachers and staff. In fact, many school districts have closed facilities due to health concerns that center on the real or perceived air quality within a building. Several environmental strategies, from the use of non-toxic materials to the types of natural and mechanical ventilation, have been proven to greatly increase the air quality within schools.

Sustainable Ideas in Education
Buildings are typically thought of as shelter for our activities; however, as buildings work to preserve our environment, they also become invaluable teaching tools. With the combination of modern technology and well designed "green" buildings students can learn: How much carbon is emitted into the atmosphere when we tum on a light switch? How much energy can we derive directly from the sun? How does air flow through a building and provide natural ventilation? Students can learn the answers to these and many other questions through the use of building control systems linked to in-house audio-visual equipment that provide real-time feedback to students on the building systems as they wander the halls of their school.

In the end, green architecture succeeds on many levels - from improving educational environments, enhancing curriculum, and reducing operating costs to preserving our rapidly depleting natural resources. Taking the time to initiate and maintain a green plan demonstrates a commitment to our students' future.

Energy Reduction
Reducing the amount of energy consumed by a facility preserves the environment while also reducing operating costs over a building's life cycle. Along these lines green buildings offer an opportunity to optimize the indoor environment by using daylight as the primary source of illumination. Studies demonstrate dramatic test score increases and other student benefits in schools that incorporate sound daylighting strategies versus those that rely heavily on artificial lighting and provide minimal or no daylight. Powerful computer software allows architects and engineers to carefully design and test building facades with window sizes and placement that effectively bring daylight into the interior of a building and reduce the reliance on artificial lights. As the cost of artificial lighting an average school can amount to approximately one-third of the overall energy usage, day lighting represents a sound investment in both reduced energy costs and improved student performance.

Section VI: Detailed Description

Overview of Program Format

The educational programming section for the New Fairfield High School study is organized into six 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 & Performing Arts
3. Career & Technical Education
4. Assembly and Community Use
5. Administration and Student Services
6. 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**
   - English
   - Social Studies
   - World Language
   - Science
   - Mathematics
2. **FINE & PERFORMING ARTS**
   - Music (Band, Chorus, Strings)
   - Art
3. **CAREER & TECHNICAL EDUCATION**
   - Technology Education (Engineering, Construction, & Graphics)
   - Business
   - Family & Consumer Science
4. **ASSEMBLY & COMMUNITY USE**
   - Learning Commons and Makerspace
   - Cafeteria, Kitchen, and Servery
   - Auditorium / Assembly
   - Physical Education and Health
5. **ADMINISTRATION & STUDENT SERVICES**
   - Administrative Offices
   - Health/Nurse
   - Special Education
   - School Counseling
6. **FACILITY MANAGEMENT & SUPPORT**
   - Mechanical / Electrical / Plumbing / Security Infrastructure
   - Facilities Offices & Building Storage

Educational Program Specifications – English

Program Objectives

Each student who graduates from New Fairfield High School needs to successfully earn 4.0 credits in English. English standards mandate that students, by the end of 12th grade, should have developed proficiency, confidence, and fluency in reading, writing, listening, speaking, and viewing to meet the literacy demands of the 21st century. Although we understand that the development of language is a lifelong process, the extent to which students become proficient in these skills while at New Fairfield is vitally related to their future abilities to function independently and productively in life. Specifically, students should be able to read and respond in personal, literal, critical, and evaluative ways to literary, informational, and persuasive texts. They should also produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences. Students will use the language arts to explore and respond to classic and contemporary texts from many cultural and historical periods. They also will recognize their own strengths and weaknesses in English. Since language itself is an important means of giving shape to experience and knowledge of expressing human hopes and feelings, students shall be instructed in the ways in which language functions and in ways of controlling and using language. The English department at New Fairfield is tasked with managing the Senior Enrichment Experience graduation requirement.

Program Goals

Instruction in English involves the 21st Century Learning Expectations of writing effectively, reading effectively, speaking effectively, problem-solving effectively, and thinking critically. The goals of the English program include the following:

A. Development of skills which are basic to most other subjects studied and useful, if not vital, to success in our highly verbal culture;
B. Development of an understanding about literacy tradition which compromises the subject matter unique to English, the broad cultural heritage of the English-speaking people – religious, technological, political, sociological and artistic;
C. Development of the powers of comprehension, coherence and fluency in expression;
D. Presentation of literary works that promote humanistic attitudes, aesthetic appreciation, critical evaluation, and civic pursuits;
E. Development of critical judgment techniques through practice and awareness of the way language shapes our world.

Program Activities to be accommodated

Activities to be housed include large and small group instruction and class work. Students will discuss, read, write, word process, present, dramatize, and conduct research, applying skills and content learned through the utilization of material available in the classroom, as well as through the technological resources of voice, video, and print media. Each classroom must be large enough to accommodate students working in small and large groups. Space must allow for teacher supervision of small groups and acoustics must be appropriate to control the noise level. All students are also required to meet individually with teachers in conference; therefore, appropriate quiet space should be provided. The English classroom should function as a general classroom with full audiovisual/technology capabilities supported with the necessary electrical and network infrastructure. Natural light, multi-level lighting and individualized environmental control should be provided in each space.

Space Occupancy and Design Criteria

The English Department classrooms include the students and English Department teachers. Depending on the course, a special education teacher, paraprofessional, or a collaborative teacher may share space for the instruction of small groups or individuals within the regular classroom. The following is a partial list of design elements that should be incorporated into all instructional spaces:

- The classroom configuration should maximize flexibility and interaction within and among the instructional areas for development of teaching teams and student learning.
- Each classroom should have the capability to support connectivity of multiple devices.
- Digital projection systems should be utilized for visual display.
- Interactive whiteboards should be installed in all instructional areas, which should be connected to an audio-visual system and a computer.
- Ceiling height and windows should maximize natural light and accommodate daylight.
- Side-lites must be provided adjacent to all classroom doors.
- Cabinets and casework appropriate to the instructional classroom function should be provided. General classrooms should be provided with a minimum of 12 linear feet of casework, while specialty spaces should be designed to accommodate the program requirements.
- Special consideration should be given for sound transmission to minimize sound infiltration into the adjacent space.
- Whiteboards and Bulletin Boards should be provided in each instructional space.
- Bookcases for showcasing and storing independent reading library materials

Proposed Program and Concept Plan

The educational program space outlined below is based on building new facility to meet the program objectives established for New Fairfield High School. The classroom should be designed to provide the department flexibility in the assignment of rooms based on enrollment in particular courses. The English department program space should be adjacent to social studies and world language.

Program Requirements

The English Department space requirements will include classrooms. The space should be designed as a flexible learning environment that is able to accommodate a number of teaching styles and disciplines. All furniture will be evaluated for life expectancy and all furniture and/or equipment that does not meet ADA requirements or is in poor condition will be replaced. The department workroom/office could be in a shared space with the social studies and/or world language departments.

General Classrooms

Proposed SF: 700 to 750 SF Each
English: 6-7
Math: 6-7
Social Studies: 6-7
World Language: 5-6
Health: 1 -2

Space Design Concept
The classrooms should be designed for an integrated approach to technology and multiple furniture arrangements and flexible classroom configurations. The space should function as a general shared instructional space.

Program Activities
Support several teaching styles, including lectures, small group and individual instruction.

Loose Furnishings
Modular rectangular tables with chairs to support up to 25 students
Circular tables for small groups with chairs
Fixed computer stations
Teacher Desk and Chair
Lateral/vertical file cabinet

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

Finishes
Floor material: VCT or Carpet and Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with maximized natural light

Special Requirements
HVAC systems including Air Conditioning

Technology
Power outlet: floor and walls
Media projection system or Interactive Whiteboard
Voice, video and data ports
Security per school safety plan
Portable sound system
Wireless & Hard-wired Network
Integrated public address system

Seminar Rooms for Small Group Instruction / Breakout
Proposed SF: 350 to 500 SF Each

English: 1
Math: 1
Social Studies: 1
World Language: 1

Space Design Concept
The seminar classroom should be designed for an integrated approach to technology and multiple furniture arrangements and configurations for small group instruction and/or breakout arrangements within or near classrooms.

Program Activities
Support several teaching styles, including lectures, small group and individual instruction.

Loose Furnishings
Modular rectangular tables with chairs to support up to 8 students
Circular tables for small groups with chairs

Fixed Equipment
Marker/whiteboard
Tack board & display boards
Projection screen/surfaces
Flag Bracket & Flag
Fixed cabinets and accessible work surfaces

Finishes
Floor material: VCT or Carpet with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with natural light preferred

Special Requirements
HVAC systems including Air Conditioning

Technology
Power outlet: floor and walls
Media projection system or Interactive Whiteboard
Voice, video and data ports
Security per school safety plan
Portable sound system
Wireless & Hard-wired Network

Integrated public address system

Departmental Workroom
Proposed SF: 150 to 200 SF Each Department
Math and Science Shared: 1
English and Social Studies Shared: 1

Space Design Concept
The workroom should be designed to accommodate a work/planning area, a heavy-duty copier, limited equipment and secure storage. The workroom could be shared with one or more departments and be part of a department office.

Program Activities
Teacher planning and preparation room.

Loose Furnishings
Compute Stations
Work tables and chairs
Lateral/vertical file cabinet

Fixed Equipment
Marker/whiteboard
Tack board & display boards
Fixed cabinets and accessible work surfaces

Finishes
Floor material: VCT or Carpet with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with natural light preferred

Special Requirements
HVAC systems including Air Conditioning

Technology
Power outlet
Media projection system or Interactive Whiteboard
Voice, video and data ports
Security per school safety plan
Wireless & Hard-wired Network
Integrated public address system

Department Offices

Proposed SF: 100 to 150 SF Each Department
English: 1
Math: 1
Social Studies: 1
World Language: 1

Space Design Concept
The office should be designed to accommodate the department chairperson, all department faculty/staff and a small conference area. The space should be adjacent to the workroom.

Program Activities
Department leader's office
Conference Space
Teacher Work Stations

Loose Furnishings
Desks and Chairs
Conference table and chairs
Lateral/vertical file cabinet

Fixed Equipment
Marker/whiteboard
Tack board & display boards
Fixed cabinets and accessible work surfaces

Finishes
Floor material: VCT or Carpet with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with natural light preferred

Special Requirements
HVAC systems including Air Conditioning

Technology
Power outlet
Media projection system or Interactive Whiteboard
Voice, video and data ports
Security per school safety plan
Wireless & Hard-wired Network
Integrated public address system

Department Storage

Proposed SF: 150 to 250 SF

English: 1
Math: 1
Social Studies: 1
World Language: 1

Space Design Concept
The storage should be designed to accommodate books, media storage and department specific equipment.

Program Activities
Storage of educational materials.

Loose Furnishings
Lateral and or vertical file cabinet

Fixed Equipment
Shelves to accommodate 600+ books
Secure storage cabinet

Finishes
Floor material: VCT with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Standard

Special Requirements
HVAC systems exhaust and cooling if necessary

Technology
Power outlet
Security per school safety plan
Integrated public address system

Educational Program Specifications – Social Studies

Program Objectives
The National Council for Social Studies has defined a vital Social Studies curriculum that promotes civic competence, enabling young people to develop the ability to make informed and reasoned decisions as part of a culturally diverse and democratic society. Through an integrated study of the social sciences and humanities, students will achieve an understanding of the history of the Western world and the United States and the Effects on their lives; understanding of the history and culture of other portions of the world; understanding of the operations of our representative government and their roles in it; and the ability to effectively communicate their ideas orally and in writing. The 9-12 Social Studies curriculum focuses on learning opportunities that enable students to think critically, integrate significant fact, concepts and generalizations

from history and social science into their own experiences and research skills. Students must complete 3.5 Credits in Social Studies to qualify for Graduation.

Program Activities to be accommodated

Activities to be housed include large and small group instruction and class work. Students will discuss, read, write, word process, present, dramatize, and conduct research, applying skills and content learned through the utilization of material available in the classroom as well as through the technological resources of voice, video, and print media. Each classroom must be large enough to accommodate students working in small and large groups. Space must allow for teacher supervision of small groups and acoustics must be appropriate to control the noise level. All students are also required to meet individually with teachers in conference; therefore, appropriate quiet space should be provided. The social studies classroom should function as a general classroom with full audiovisual/technology capabilities supported with the necessary electrical and network infrastructure. Natural light, multi-level lighting, and individualized environmental control should be provided in each space.

Space Occupancy and Design Criteria

The Social Studies Department classrooms include the students and Social Studies Department teachers. Depending on the course, a special education teacher, paraprofessional, or a reading/writing resource teacher may share space for the instruction of small groups or individuals within the regular classroom. The following is a partial list of design elements that should be incorporated into all instructional spaces:

- The classroom configuration should maximize flexibility and interaction within and among the instructional areas for development of teaching teams and student learning.
- Each classroom should have the capability for a large number of computers.
- Digital projection systems should be utilized for visual display.
- Interactive whiteboards should be installed in all instructional areas, which should be connected to an audio-visual system and a computer.
- Ceiling height and windows should maximize natural light and accommodate daylight.
- Glass side-lite must be provided adjacent to all classroom doors.
- Cabinets and casework appropriate to the instructional classroom function should be provided. General classrooms should be provided with a minimum of 12 linear feet of casework, while specialty spaces should be designed to accommodate the program requirements.
- Special consideration should be given for sound transmission to minimize sound infiltration into the adjacent space.
- Whiteboards and Bulletin Boards should be provided in each instructional space.

Proposed Program and Concept Plan

The educational program space outlined below is based on constructing a new facility to meet the program objectives established for New Fairfield High School. The classroom should be designed to provide the department flexibility in the assignment of rooms based on enrollment in particular courses. The Social Studies department program space should be adjacent to English and/or World Language.

Program Requirements

The Social Studies Department space requirements will include classrooms, storage rooms and workrooms. The space should be designed as a flexible learning environment that is able to accommodate a number of teaching styles and disciplines. All furniture will be evaluated for life expectancy and all furniture and/or

equipment that does not meet ADA requirements or is in poor condition will be replaced. The department workroom/office could be in a shared space with the social studies and/or world language departments.

Educational Program Specifications – World Language

Program Objectives

Each student who graduates from New Fairfield High School needs to successfully earn 1 credit for graduation and three credits for Diploma distinction in World Language. The New Fairfield World Language Department recognizes the importance of language as a lifetime endeavor and provides students with communicative and cultural learning opportunities necessary for success in the ever-changing world. The department aims to engage students in use world languages in a purposeful way in order to become linguistically, culturally, ethnically, geographically, politically, and socially literate. It is understood by colleges that world languages are of great importance in today's world for self-development and career possibilities, as well as for communication with an understanding of cultures. The following is an outline of the World Language department's goals and objective for the students at New Fairfield High School.

Program Goals and Curriculum

Instruction in World Language involves the 21st Century Learning Expectations of writing effectively, reading effectively, speaking effectively, problem-solving effectively, and thinking critically. The goals of the World Language program include the following:

Department Goals

- Develop a World Language program that meets the needs of all students.
- Promote global Understanding
- Development of skills which are basic to our highly verbal culture;
- Development of an understanding and appreciation about the broad cultural heritage cultures: religious, technological, political, sociological, and artistic;
- Development of the powers of comprehension, coherence and fluency in expression;
- Development of critical judgment techniques through awareness and practice of the way language shapes our world.

Student Objectives:

- Communicate effectively in the target language.
- Develop listening, speaking reading and writing skills.
- Gain knowledge and understanding of other cultures.
- Make connections and comparisons across the disciplines.
- Participate in multilingual; communities within a variety of contexts.
- Develop knowledge and problem-solving skills.
- Develop critical thinking abilities.

Program Activities to be accommodated

Activities to be housed include large and small group instruction and class work. Students will discuss, read, write, word process, present, dramatize, and conduct research, applying skills and content learned through materials available in the classroom, as well as through the technological resources of voice, video, and print media. Each classroom must be large enough to accommodate students working in small and large groups. Space must allow for teacher supervision of small groups and acoustics must be appropriate to control the

noise level. All students are also required to meet individually with teachers in conference; therefore, appropriate quiet space should be provided. The World Language classroom should function as a general classroom with full audiovisual/technology capabilities supported with the necessary electrical and network infrastructure. Natural light, multi-level lighting, and individualized environmental control should be provided in each space.

A Language Lab is indispensable in world language learning as it provides opportunities to address different learning modalities; such as auditory comprehension and speaking. Students will increase / attain proficiency in language by engaging in authentic scenarios. Students can watch a video, record responses (using video, pictures, teacher generated questions etc.) practice their pronunciation, and review them instantly as they strive to be proficient in the language. Students can receive instant feedback from the teacher as they practice speaking, writing individually, paired or group set-up.

World language students are assessed throughout the year on their speaking and listening comprehension. A major component of the mid-term and final exam consists of a listening and speaking portion. Preparation for the advanced placement exams in French, Italian and Spanish is an integral part of the class. The AP Exam include an intensive listening, speaking and comprehension components. These two components account for 50% of the exam grade. In addition, the AP Central requires the use of technology in order to grant AP credit status to the school. Furthermore, the national French Italian and Spanish exams require a computer equipped language lab to administer the national exam.

Space Occupancy and Design Criteria

The World Language Department classrooms include the students and World Language Department teachers. Depending on the course, a special education teacher, paraprofessional, or a resource teacher may share space for the instruction of small groups or individuals within the regular classroom. The following is a partial list of design elements that should be incorporated into all instructional spaces:

- The classroom configuration should maximize flexibility and interaction within and among the instructional areas for development of teaching teams and student learning.
- A world language lab should be provided with display space for culturally relevant artifacts and artwork. Digital projection systems should be utilized for visual display.
- Interactive whiteboards should be installed in all instructional areas, which should be connected to an audio-visual system and a computer.
- Ceiling height and windows should maximize natural light and accommodate daylight.
- A sidelite must be provided adjacent to all classroom doors.
- Cabinets and casework appropriate to the instructional classroom function should be provided. General classrooms should be provided with a minimum of 12 linear feet of casework, while specialty spaces should be designed to accommodate the program requirements.
- Mechanically operated walls / partitions may be provided between classrooms to provide the option of team teaching and the flexibility of space utilization.
- 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.
- Whiteboards, Tack-boards and projection screens should be provided in each instructional space.
- Shelving for world language cultural books.
- Display space for culturally relevant art work.

- Small group instruction and breakout rooms.
- Space for a departmental library in the language lab.
- Lecture venue for multiple classrooms or a student count of 75

Proposed Program and Concept Plan:
The educational program space outlined below is based on constructing a new facility to meet the program objectives established for New Fairfield High School. The classroom should be designed to provide the department flexibility in the assignment of rooms based on enrollment in particular courses. A language lab based on twenty four stations should be located in close proximity to the department.

Program Requirements
The World Language Department space requirements will include classrooms. The space should be designed as a flexible learning environment that is able to accommodate a number of teaching styles and disciplines. All furniture will be evaluated for life expectancy and all furniture and/or equipment that does not meet ADA requirements or is in poor condition will be replaced. The department workroom/office could be in a shared space with other departments. The specific space requirements for each space are identified under general classrooms.

World Language Laboratory
Quantity: 1
Proposed SF: 1,200 to 1,250 SF

Space Design Concept
The language lab should be designed for an integrated approach to technology. The furniture arrangements should accommodate a teacher workstation in the front of the room classroom configuration. This space should also function as a traditional computer lab, with space for a language library.

Program Activities
Support a number of teaching styles, including lectures, small group and individual instruction.

Loose Furnishings
Computer workstations with chairs to support up to 25 students
Teacher Desk and Chair
Lateral/vertical file cabinet

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

Finishes
Floor material: VCT or Carpet and Rubber Base

Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with maximized natural light

Special Requirements
HVAC systems including Air Conditioning

Technology
Power outlet: floor and walls
Media projection system or Interactive Whiteboard
Voice, video and data ports
Security per school safety plan
Portable sound system
Wireless & Hard-wired Network
Integrated public address system
30 computers with DVD player and LCD monitors connected to network, printer & internet DVD connected to projector.
Digital Sony Virtuoso Major Software, 30 headphones, Printer with scanner

Educational Program Specifications – Mathematics

Program Objectives
The 9-12 Math curriculums focuses on learning opportunities that enable students to think critically: and problem-solve by analyzing data and applying math concepts to real world situations. Students should become mathematical problem solvers, learn to communicate and reason mathematically, learn to value mathematics, and develop confidence in their ability to do mathematics.

The high school mathematics program includes a range of offerings, including Algebra, Geometry, Algebra II, Statistics (both college prep and Advanced Placement), Pre-Calculus, and Calculus (both regular and Advanced Placement), and AP Computer Science. Though there is a specific focus for each mathematics course, problems and explorations are introduced which cause students to revisit other strands of the mathematics curriculum, thereby highlighting the connections among different math topics and courses. Technology should be used extensively throughout the curriculum, enabling teachers to provide visual and physical components to illustrate abstract mathematical concepts, giving students opportunities to learn quickly and in depth. All courses should be applications driven, meaning that mathematical skills and concepts are taught as much as possible in the context of real-world situations.

Program Goals
Activities to be housed include large group instruction and small group class work. Students will "discuss, read, write, compute, present, problem-solve, research, explore, and experiment. Students will regularly use technology, including advanced graphing calculators, and laptops. Teachers will provide computer access for their classes on a regular basis, so students can work with specialized mathematics software to carry out explorations and research on the Internet. Each classroom must be large enough to accommodate students

working in small and large groups. Space must allow for teacher supervision of small groups and acoustics must be appropriate to control the noise level. Adequate power and charging stations should be provided.

Program Activities to be Accommodated

Activities to be housed include large and small group instruction and class work. Students will discuss, read, write, word process, present, dramatize, and conduct research, applying skills and content learned through the utilization of material available in the classroom, as well as through the technological resources of voice, video, and print media. Each classroom must be large enough to accommodate students working in small and large groups. Space must allow for teacher supervision of small groups and acoustics must be appropriate to control the noise level. All students are also required to meet individually with teachers in conference; therefore, appropriate quiet space should be provided. The Mathematics classroom should function as a general classroom with full audiovisual/technology capabilities supported with the necessary electrical and network infrastructure. Natural light, multi-level lighting, and individualized environmental control should be provided in each space.

Space Occupancy and Design Criteria

The individual's utilization the space includes students, mathematics teachers and a special education teacher if required. Shared office space is also required so that teachers have a place to work with students and conference with parents and other teachers, as well as plan lessons. The Math classroom should function as a general classroom with full audiovisual/ technology capabilities supported with the necessary electrical and network infrastructure. Natural light, multi-level lighting and individualized environmental control should be provided in each space. The following is a partial list of design elements that should be incorporated into all instructional spaces:

- The classroom configuration should maximize flexibility and interaction within and among the instructional areas for development of teaching teams and student learning.
- Dedicated computer labs are no longer necessary. Technology should be ubiquitous to the high school.
- 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.
- Vision Side-lites must be provided adjacent to all classroom doors.
- Lockable cabinets and casework appropriate to the instructional classroom function should be provided.
- General classrooms should be provided with a minimum of 12 linear feet of casework, while specialty spaces should be designed to accommodate the program requirements.
- Operable walls/partitions may be provided between some classrooms to provide the option of team teaching and the flexibility of space utilization. All operable partitions must be mechanically operated.
- 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.
- Whiteboards, Tack boards and projection screens should be provided in each instructional space.
- Small group instruction and multiple use conference spaces

Proposed Program and Concept Plan

The educational program space outlined below is based on building new to meet the program objectives established for New Fairfield High School. The classroom should be designed to provide the department flexibility in the assignment of rooms based on enrollment in particular courses.

Program Requirements
The Mathematics Department space requirements will include classrooms. The space should be designed as a flexible learning environment that is able to accommodate a number of teaching styles and disciplines. All furniture will be evaluated for life expectancy and all furniture and/or equipment that does not meet ADA requirements or is in poor condition will be replaced. The department workroom/office could be in a shared space with the Science departments. The specific space requirements for each space are identified under general classrooms.

Educational Program Specifications - Science

Program Objectives
The United States has set a national goal for the achievement of scientific literacy by all students. Scientific Literacy allows students to participate effectively in the discussion of scientific issues that affect society and to strengthen skills that are important in everyday life (e.g., thinking critically, solving- problems). The National Science Education Standards outline the expectations of a science curriculum. Students must know and apply basic scientific knowledge in life, physical, earth and space sciences. Throughout this great diversity of subject matter there are common themes of energy, matter, systems, change and continuity, process and society. Students should have many opportunities for inquiry and investigation: making observations, posing questions, using research, analyzing data, and proposing explanations. A critical combination of content and process is necessary to achieve these goals which can be accomplished by maximize laboratory use and provide a laboratory-centered science experience. *The Science program shall incorporate the greenroof and technology to expand and enrich student learning opportunities. All Grades 9 through 12 will need the full "traditional" lab environment with the support facilities, including storage and preparatory rooms.*

Program Activities to be Accommodated
Activities to be housed include large and small group instruction along with the ability to apply and experience the scientific theory through experiments in a laboratory environment. Students will read, discuss, write, and conduct research, by utilization materials available in the Lab-Classroom as well as the technological resources of voice, video, and, print media. The facilities must be designed to be adaptable to all the curricula. All science courses will be taught with an emphasis on investigation.

A. Instructional Activities:
1. Conduct lecture/class discussion.
2. Demonstrate on marker board, overhead projector and interactive whiteboard.
3. Plan provide and lead laboratory activities.
4. Use technology in a lab environment.
5. Teach, test and remediate individuals, small and large groups.
6. Prepare students for science fair competitions/exhibitions.
7. Answer individual student questions.
8. Plan individually and departmentally.
9. Use models, charts and whiteboard
10. Conduct outdoor instructional activities for classes and individual students.
11. Utilize solar and other renewable energy strategies in the science curriculum.
12. Explore energy conservation strategies such as green roofs, geothermal, etc.
13. Utilize greenhouse space for compost and plant growth research

14. A quiet space for alternative testing.

B. Student Activities:

1. Perform activities in small and large groups.
2. Listen to lecture and participate in class discussions.
3. Use computers to access information for research and content enhancing for labs.
4. Participate in small group activities with display equipment, such as aquarium models and other apparatus for class projects not requiring laboratory facilities.
5. Observe specimens under a microscope.
6. Plan, prepare, demonstrate, and exhibit science fair projects/exhibitions.
7. Perform activities which involve the use of gas, water, air and electricity.
8. Utilize counter space to read earth science maps, operate computers, etc.
9. Study and experiment individually for advanced placement courses...
10. Collect and identify rocks, minerals and soil.
11. Perform scientific experiments in groups of two or three. These experiments will apply, prove and/or test basic theories which have been presented in the classroom.
12. Use a variety of microscopes while conducting research.
13. Utilize apparatus and equipment in performing scientific experiments requiring electricity, water, air, and gas.
14. Interface the computer with basic laboratory equipment.
15. Access to small technology infused area for independent research and study.
16. Access to quiet space for alternative testing.

Special Space Requirements and Design Criteria

As science rooms will be designed to meet the needs of the different science disciplines, each room should be designed for flexibility for changing programs and course demand. Where possible labs should be multifunctional and able to accommodate Biology, Chemistry, Physics or elective courses.

- Chemistry rooms need ample storage for student balances, the wide range of equipment and supplies used models and goggles.
- Typically, Biology rooms need ample storage for microscopes, the variety of teaching supplies and chemicals, models, goggles, and other collections.
- Physics rooms need variable size storage cabinets with adjustable shelving to house the wide range of equipment.
- Physics rooms need storage for the wide range of equipment and supplies.
- Physics and chemistry classrooms would profit by being located near math classrooms.
- All spaces need quiet ventilation appropriate for science rooms. Immediate fume removal should be available overhead in the lab areas. Some windows should open to the outside and be screened. Each room or group of rooms requires separate prep and storage areas that support the science being taught in the adjacent Clab. Each prep room has a combination of shelf, cabinet, and drawer storage. Each has at least one sink with access to gas, water, and electricity. Counter space must be adequate.
- These prep rooms should be designed to also function as offices for the teachers.
- The biology prep area needs space and lighting for plant growth and electrical outlets to run an aquarium. Adequate storage of preserved materials and commonly used biological supplies will be close by. This prep area should be close to and on the same floor as the biology labs.
- The chemical prep area needs adequate storage for commonly used supplies as well as ready access to

storage facilities designed for acids, bases, and other chemicals used. This chemical storage area needs appropriate ventilation so that acid storage cabinets do not corrode. This prep area should be close to the chemistry classrooms/lab and should be on the same floor. A smaller chemical prep would be required for biology.

- All science classroom/labs should have non-slip vinyl tiles or a similar non-slip finish.
- Drains shall be provided at all labs where eye wash and body showers are installed.

Special Furniture and Equipment

- Student lab work will be performed on impermeable, chemical-resistant surfaces.
- A portable handicapped lab station that is fully operational needs a designated spot in all classrooms.
- The student lab stations should include gas jets, deep sinks, hot and cold water faucets, and electrical outlets.
- The sinks should have screened drains and a water trap that is chemically resistant and easily cleaned.
- Master gas and electrical shut off should be provided in each room.
- Electrical outlets should have ground fault protection.
- Each room shall have a space for spill control materials and a chemical power and eyewash and drains.
- Each room should have the required safety equipment (eye goggle sanitizing cabinet, fire extinguisher, fire blanket, and first aid kit).
- All storage and closets will be lockable.
- Each room will have bulletin boards, wall space for charts, and a teacher demonstration area.
- There should be room for a standard two-student table beside each demonstration table.
- Each room needs space for networked computers and printers with nearby terminal and electrical outlets.
- Each room needs two wall mounted video monitors to allow all students to see at least one monitor clearly from his or her seat.
- Each science room needs whiteboards or marker boards, a chemical fume hood, a full-sized acid/chemical storage cabinet, and a regular refrigerator or one located under the counter.
- Rooms where advanced biology and chemistry classes are held require an explosion proof refrigerator and multiple fume hoods.

Proposed Program and Concept Plan

The educational program space outlined below is based on constructing a new facility to meet the program objectives established for New Fairfield High School. The science labs and classrooms should be designed to provide the department flexibility in the assignment of rooms based on enrollment in particular courses. ADA, NFPA, OSHA and other code requirements must also be addressed in each space. A 21st Century typical clabroom will include casework/cabinets as well as technology to allow students access to the latest research in the specific subject area. The Science department program space should be adjacent to the math department.

Program Requirements

The Science Department space requirements will include classrooms, combined lab and classrooms (Clabrooms) for Biology, Physics, Chemistry and Earth Science, Prep and storage rooms located between two clabs as a shared space. The space should be designed as a flexible learning environment that is able to

accommodate a number of teaching styles and disciplines. The department workroom/office could be in a shared space with the Math department. The following pages identify specific requirements for each space.

Biology Clabroom /Classrooms and Lab
Quantity: 3-4
Proposed SF: 1,200 to 1,300 SF

Space Design Concept
The clabroom should be designed with technology integrated into each instructional workstation including the lab stations. All utilities (Gas, Water, and Power) will serve each lab station and data access will be designed to accommodate a variety of technologies. An Interactive Whiteboard will be located to provided access and use at the lecture and lab zones of the clabrooms. All casework will meet the National Science Education Standards and provide opportunity for multiple furniture arrangements and lecture configurations. The prep rooms, storage room for equipment and chemicals and project storage will be located adjacent to each clab. Safety and environmental comfort will be a priority in all laboratory and support spaces.

Program Activities
Support a number of teaching styles, including lectures, lab work, small group and individual instruction.

Loose Furnishings
Modular rectangular tables with chairs in a CLAB set-up – 24 Students
Wireless computer stations
Teacher Desk and Chair
Lateral file cabinet
Lab Chairs
Student cubbies and coat hooks

Fixed Equipment
Acoustical treatment
Marker/whiteboard (Multiple)
Tack board & display boards
Projection screen/surfaces
Display and bookshelves
Tall wardrobe and storage cabinet
Fixed cabinets and accessible work surfaces
Sink, Gas & Power at each lab station
Eyewash & Body Shower with floor drain
Fume Hood and/or Laminar Flow

Finishes
Floor material: Polished Concrete
Base material: Rubber / Vinyl
Wall material: Block / Sheetrock
Ceiling material: Acoustical Tile
Lighting Multi level direct/indirect

Windows Operable with blinds/Room darkening Shades - Maximize natural light

Special Requirements
HVAC systems including Air Conditioning and direct exhaust
Operable windows

Technology
Power outlet – in Casework and walls
Media projection system/Smartboards
Security, Voice, video and data ports
PA and Portable sound system

Chemistry Clabroom /Classrooms and Lab
Quantity: 3-4
Proposed SF: 1,250 to 1,350 SF

Space Design Concept
The clabroom should be designed with technology integrated into each instructional workstation including the lab stations. All utilities (Gas, Water, and Power) will serve each lab station and data access will be designed to accommodate a variety of technologies. An Interactive Whiteboard will be located to provided access and use at the lecture and lab zones of the clabrooms. All casework will meet the National Science Education Standards and provide opportunity for multiple furniture arrangements and lecture configurations. The prep rooms, storage room for equipment and chemicals and project storage will be located adjacent to each clab. Safety and environmental comfort will be a priority in all laboratory and support spaces.

Program Activities
Support a number of teaching styles, including lectures, lab work, small group and individual instruction.

Loose Furnishings
Modular rectangular tables with chairs in a CLAB set-up – 24 Students
Wireless computer stations
Teacher Desk and Chair
Lateral file cabinet
Lab Chairs
Student cubbies and coat hooks

Fixed Equipment
Acoustical treatment
Marker/whiteboard (Multiple)
Tack board & display boards
Projection screen/surfaces
Display and bookshelves
Tall wardrobe and storage cabinet
Fixed cabinets and accessible work surfaces
Sink, Gas & Power at each lab station

Eyewash & Body Shower with floor drain
Fume Hood and/or Laminar Flow

Finishes

Floor material:	Polished Concrete
Base material:	Rubber / Vinyl
Wall material:	Block / Sheetrock
Ceiling material:	Acoustical Tile
Lighting	Multi level direct/indirect
Windows	Operable with blinds/Room darkening Shades - Maximize natural light

Special Requirements
HVAC systems including Air Conditioning and direct exhaust
Operable windows

Technology
Power outlet – in Casework and walls
Media projection system/Smartboards
Security, Voice, video and data ports
PA and Portable sound system

Physics Science Clabroom /Classrooms and Lab
Quantity: 2-3
Proposed SF: 1,200 to 1,250 SF

Space Design Concept
The clabroom should be designed with technology integrated into each instructional workstation including the lab stations. All utilities (Air, Gas, Water, and Power) will serve each lab station and date access will be designed to accommodate a variety of technologies. An Interactive Whiteboard will be located to provided access and use at the lecture and lab zones of the clabrooms. All casework will meet the National Science Education Standards and provide opportunity for multiple furniture arrangements and lecture configurations. The prep rooms, storage room for equipment and chemicals and project storage will be located adjacent to each Clab. Safety and environmental comfort will be a priority in all laboratory and support spaces.

Program Activities
Support a number of teaching styles, including lectures, lab work, small group and individual instruction.

Loose Furnishings
Modular rectangular tables with chairs in a CLAB set-up – 24 Students
Wireless computer stations
Teacher Desk and Chair
Lateral file cabinet
Lab Chairs
Student cubbies and coat hooks

Fixed Equipment
Acoustical treatment
Marker/whiteboard (Multiple)
Tack board & display boards
Projection screen/surfaces
Display and bookshelves
Tall wardrobe and storage cabinet
Fixed cabinets and accessible work surfaces
Sink, Gas & Power at each lab station
Eyewash & Body Shower with floor drain
Fume Hood and/or Laminar Flow

Finishes

Floor material:	Polished Concrete
Base material:	Rubber / Vinyl
Wall material:	Block / Sheetrock
Ceiling material:	Acoustical Tile
Lighting	Multi level direct/indirect
Windows	Operable with blinds/Room darkening Shades - Maximize natural light

Special Requirements
HVAC systems including Air Conditioning and direct exhaust
Suspended Girder below ceiling

Technology
Power outlet – in Casework and walls
Media projection system/Smartboards
Security, Voice, video and data ports
PA and Portable sound system

Elective Science Clabroom /Classrooms and Lab
Quantity: 1 Multi-Use Lab
Proposed SF: 1,000 to 1,200 SF Each

Space Design Concept
The clabroom should be designed with technology integrated into each instructional workstation including the lab stations. All utilities (Air, Gas, Water, and Power) will serve each lab station and date access will be designed to accommodate a variety of technologies. An Interactive Whiteboard will be located to provided access and use at the lecture and lab zones of the clabrooms. All casework will meet the National Science Education Standards and provide opportunity for multiple furniture arrangements and lecture configurations. The prep rooms, storage room for equipment and chemicals and project storage will be located adjacent to each Clab. Safety and environmental comfort will be a priority in all laboratory and support spaces.

Program Activities
Support a number of teaching styles, including lectures, lab work, small group and individual instruction.

Loose Furnishings
Modular rectangular tables with chairs in a CLAB set-up – 24 Students
Wireless computer stations
Teacher Desk and Chair
Lateral file cabinet
Lab Chairs
Student cubbies and coat hooks

Fixed Equipment
Acoustical treatment
Marker/whiteboard (Multiple)
Tack board & display boards
Projection screen/surfaces
Display and bookshelves
Tall wardrobe and storage cabinet
Fixed cabinets and accessible work surfaces
Sink, Gas & Power at each lab station
Eyewash & Body Shower with floor drain
Fume Hood and/or Laminar Flow

Finishes

Floor material:	Polished Concrete
Base material:	Rubber / Vinyl
Wall material:	Block / Sheetrock
Ceiling material:	Acoustical Tile
Lighting	Multi level direct/indirect
Windows	Operable with blinds/Room darkening Shades - Maximize natural light

Special Requirements
HVAC systems including Air Conditioning and direct exhaust

Technology
Power outlet – in Casework and walls
Media projection system/Smartboards
Security, Voice, video and data ports
PA and Portable sound system

General Classrooms
Proposed SF: 700 to 750 SF Each
Science: 1

Space Design Concept
The classrooms should be designed for an integrated approach to technology and multiple furniture arrangements and flexible classroom configurations. The space should function as a general shared instructional space.

Program Activities
Support several teaching styles, including lectures, small group and individual instruction.

Loose Furnishings
Modular rectangular tables with chairs to support up to 25 students
Circular tables for small groups with chairs
Fixed computer stations
Teacher Desk and Chair
Lateral/vertical file cabinet

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

Finishes
Floor material: VCT or Carpet and Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with maximized natural light

Special Requirements
HVAC systems including Air Conditioning

Technology
Power outlet: floor and walls
Media projection system or Interactive Whiteboard
Voice, video and data ports
Security per school safety plan
Portable sound system
Wireless & Hard-wired Network
Integrated public address system

Science Department Prep Room and Storage
Quantity: 4 Total
Proposed SF: 250 to 300 SF Each

Space Design Concept

The prep room should be designed to accommodate all necessary casework for the preparation of science lab coursework related to the lecture and hands-on / experiment components of the curriculum. The prep rooms will be designed as a lab station to accommodate a fume hood and other equipment necessary for the preparation of the coursework. The work station will also be equipped with a computer, printer and other appropriate equipment. Storage cabinets and shelves will also be provided. A dedicated storage space will be accessed from the prep room.

Program Activities
Science Lab preparatory area and storage space.

Loose Furnishings
Carts with spill prevention lips
Desk and Chair
Lateral file cabinet

Fixed Equipment
Shelves
Secure storage cabinet
Vented Chemical Storage Cabinets
Lab casework with resin tops.
Secure cabinets
Fume hood
Equipment specific to the science discipline.

Finishes

Floor material:	Polished Concrete
Base material:	Rubber
Wall material:	Block / Sheetrock
Wall Finish:	Paint
Ceiling material:	Acoustical Tile
Ceiling height:	8'-0" minimum
Hardware:	ADA compliant - Lockable
Lighting	Standard
Fire extinguisher & suppression	Per code

Special Requirements
HVAC systems and exhaust
Sink
All utilities (Air, Gas, Water, and Power)

Technology
Power outlet – walls and casework
Security per the districts security plan
Voice, video and data ports
Phone / intercom/PA system and data
Computer, Printer, Monitor Etc.

Science Department Office
Quantity: 1
Proposed SF: 100 to 150 SF Each

Space Design Concept
The office should be designed to accommodate the department chairperson, all department faculty/staff and a small conference area. The space should be adjacent to the workroom.

Program Activities
Department leader's office
Conference Space
Teacher Work Stations

Loose Furnishings
Desks and Chairs
Conference table and chairs
Lateral/vertical file cabinet

Fixed Equipment
Marker/whiteboard
Tack board & display boards
Fixed cabinets and accessible work surfaces

Finishes
Floor material: VCT or Carpet with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with natural light preferred

Special Requirements
HVAC systems including Air Conditioning

Technology
Power outlet
Media projection system or Interactive Whiteboard
Voice, video and data ports
Security per school safety plan
Wireless & Hard-wired Network
Integrated public address system

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 high school program. Music education's mandate in contemporary American education, as stated by the National Association for Music Education, is to provide a varied, significant, and cumulative musical experience for every student. The NFHS Music Department offers diverse learning and performing opportunities in vocal and instrumental music. The program provides opportunities for all students to:

- Recognize the role and importance of music in their own lives and in their cultures
- Perform music from a wide variety of cultural and aesthetic perspectives
- Think critically and creatively
- Work collaboratively
- Develop self-discipline through practice and striving for excellence in their musical performances

All musical performing groups provide students with the opportunity for such leadership roles as student directors and section leaders, and involvement in overall organizational planning. Those students who display exceptional musical talent can be recommended by their directors to compete with students from towns across the state for positions in the All State High School Festival, and the Regional Band, Orchestra, Jazz Ensemble, and Chorus.

Program Goals

Instruction in Music Education involves the 21st Century Learning Expectations of writing effectively, reading effectively, speaking effectively, problem-solving effectively, and thinking critically. The WHS Music program offers diverse learning and performing opportunities in vocal and instrumental music. The program provides opportunities for all students to:

A. Develop skills basic to our highly verbal culture;
B. Recognize the role and importance of music in their own lives and in their cultures;
C. Perform music from a wide variety of cultural and aesthetic perspectives;
D. Think critically and creatively;
E. Work collaboratively;
F. Develop self-discipline through practice and striving for excellence in their musical performances.

Program Activities to be accommodated

Students in grades 9-12 may elect a variety of classes in music. Classes may include Music Theory, AP Music Theory, Symphonic Band, Wind Ensemble, String Ensemble.
Co-/extracurriculars include Jazz Band, Rebel Clefs A Cappella, Marching Band, Pep Band, Rebel Players Theater Productions and Spring musical pit orchestra.

Space Occupancy and Design Criteria

The individuals utilizing the space include students and Music department 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 Department rehearsal room spaces:

- The rehearsal 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 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 delighting.
- Side-lites must be provided adjacent to all classroom doors.
- Cabinets and casework appropriate to the instructional rehearsal spaces 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.
- Whiteboards, Tack boards and projection screens should be provided in each instructional space.
- Storage should be provided for student instruments.
- Sinks should be provided in a work room and at the instrument repair area.
- Music instrument equipment storage cabinets should be provided in the band rehearsal room.
- Computer workstations and data connections must be provided at each instructional space.
- Video recording equipment.
- Enhanced ventilation requirements.
- Ceiling heights appropriate to Band and Chorus rehearsal rooms should be provided.
- Student cubbies for student textbook storage near entrance doors of both the Choral and Band areas.
- Band Room
    - The Band Room will house the band and should have an acoustically appropriate space with high ceilings large enough to accommodate up to 100 students. A lockable cabinet or closet to house current percussion equipment, folio cabinets to hold folders for all ensembles, conductor's chair, and podium, and built-in and lockable stereo equipment and tuner are needed. A secure band storage facility adjacent to the band room will house all percussion, electronic equipment, and band music.
- Choral Room/Music Classroom
    - The Chorus/Music Room will house the choral classes and the other music courses (Guitar Workshop, Keyboard Workshop, and History of American Popular Music). The space should be an acoustically appropriate space with high ceilings large enough to accommodate up 80 students. A lockable cabinet or closet to house current, folders for all ensembles, conductor's chair, and podium, and built-in and lockable stereo equipment and tuner are needed. A secure chorus storage facility adjacent to the rehearsal room will house a piano, guitars, keyboards, and music collection.

Proposed Program and Concept Plan

The new facility will include new appropriately sized Band and chorus room with practice rooms, instrument storage, and a recording studio. Design concept for the music rooms is based on developing space that meet State and National Standard from based on data obtained from the following organizations:

A. *The State of Connecticut* - Design Guidelines for Educational Facilities
B. *Music Educators National Conference (MENC)* - Music Facilities: Building Equipment & Renovations by Harold P. Geerdes
C. *Wenger Corporation* - Planning Guide for Secondary School Music Facilities standards for the design of music facilities.

Program Requirements

The space should be designed as a flexible learning environment that is able to accommodate the specific program requirements. The inclusion of technology and the ability to access technology is an imperative. All

furniture will be evaluated for life expectancy and all furniture and/or equipment that does not meet ADA requirements or is in poor condition will be replaced. The following pages identify specific requirements for each space.

Band Rehearsal Room
Quantity: 1
Proposed SF: 31,750 to 40,000 SF

Space Design Concept
The Band Room will house the various levels of band and jazz band and an acoustically appropriate space with high ceilings large enough to accommodate 75 students. A lockable cabinet or closet to house current percussion equipment, folio cabinets to hold folders for all ensembles, conductor's chair, and podium, and built-in and lockable stereo equipment and tuner are needed. A secure band storage facility adjacent to the band room will house all marching percussion, electronic equipment for jazz, and band music. Access to the auditorium and stage will help to solve schedule conflicts.

Program Activities
Support the instruction and practice of various levels of band and jazz band programs
Program Adjacencies
Access to instrument storage in room along walls Access to seasonal instrument storage - separate Access to practice rooms and to percussion storage
Access to the stage with double doors that accommodate large equipment and instruments.

Loose Furnishings
Music stands w/ carts
Program equipment Storage for music folders
Student Chairs
Mobile computer stations Teacher Desk and Chair Lateral file cabinet

Fixed Equipment
Acoustical treatment
Marker/whiteboard one with music staff and one plain
Tack board & display boards
Projection screen/surfaces
Display and bookshelves
Tall wardrobe and storage cabinet
Fixed cabinets and accessible work surfaces

Finishes
Floor material: VCT
Base material:Rubber
Wall material:
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting Multi-level direct/indirect

Special Requirements
Specialty lighting
HVAC systems including Air Conditioning
Natural and indirect Lighting
Operable windows
Acoustical Controls and Sound Transmission

Technology
Power outlet - floor and wall
Media projection system / Smartboards
Security, Voice, video systems and data ports
Portable sound system

Band Practice Room
Quantity: 2-3
Proposed SF: 50 to 75 SF Each

Space Design Concept
The practice room should be designed for an individual practice and instruction.

Program Activities
Instrument music practice

Loose Furnishings
Music Stand w/carts
Folding chairs

Program Adjacencies
Access to rehearsal rooms
Access to instrument storage
Access to percussion storage

Fixed Equipment
Acoustical treatment

Finishes
Floor material: Carpet
Base material: Rubber
Wall material: Block / Gyp
Ceiling material: Acoustical Tile
LightingMulti-level direct/indirect
Door with large Lite (glass)

Special Requirements
HVAC systems including Air Conditioning

Acoustical Controls and Sound Transmission
Sound Isolated wood door

Technology
Power outlet - floor and walls
Voice, video and data ports
Security
Portable sound system
Technology equipment

Band/Orchestra Instrument Storage
Quantity: 1
Proposed SF: 300 to 450 SF

Space Design Concept
The storage should be designed to accommodate students' musical instruments, and music department specific equipment.

Program Activities
Storage of educational materials.
Access to rehearsal room and office

Loose Furnishings
Shelving units

Fixed Equipment
Secure storage cabinet

Finishes
Floor material: Tile
Base material: Rubber
Wall material: Block / Gyp
Ceiling material: Acoustical Tile
Lighting Standard
Fire extinguisher & suppression

Special Requirements
HVAC systems exhaust
Humidity control

Technology
Power outlet - walls
Security

Band / Orchestra General Storage
Quantity: 1

Proposed SF: 200 to 300 SF

Space Design Concept
The storage should be designed to accommodate music supplies media storage, student projects, and music department specific equipment. Located adjacent to the music rehearsal rooms.

Program Activities
Storage of educational materials.

Loose Furnishings
Lateral file cabinet
Shelving units

Fixed Equipment
Secure storage cabinet

Finishes
Floor material: VCT/Carpet
Base material: Rubber
Wall material: Block / Gyp
Ceiling material: Acoustical Tile
LightingStandard
Fire extinguisher & suppression

Special Requirements
HVAC systems exhaust
Humidity control

Technology
Power outlet - walls
Security

Music Office – Chorus / Band / Strings
Quantity: 1
Proposed SF: 300 to 350 SF

Space Design Concept
The office should be designed to accommodate the department chairperson, all department faculty/staff and a small conference area. The space should be adjacent to the workroom.

Program Activities
Department leader's office
Conference Space
Teacher Work Stations

Loose Furnishings
Desks and Chairs
Conference table and chairs
Lateral/vertical file cabinet

Fixed Equipment
Marker/whiteboard
Tack board & display boards
Fixed cabinets and accessible work surfaces

Finishes
Floor material: VCT or Carpet with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with natural light preferred

Special Requirements
HVAC systems including Air Conditioning

Technology
Power outlet
Media projection system or Interactive Whiteboard
Voice, video and data ports
Security per school safety plan
Wireless & Hard-wired Network
Integrated public address system

Band Instrument Repair
Quantity: 1
Proposed SF: 50 to 100 SF

Space Design Concept
The instrument repair area should be designed to accommodate the storage and repair of instruments.

Program Activities
Instrument repair

Loose Furnishings
Lateral file cabinet
Shelving Units
Work Bench

Fixed Equipment

Secure storage cabinet

Finishes
Floor material: VCT
Base material: Rubber
Wall material: Block / Sheetrock
Ceiling material: Acoustical Tile
LightingStandard
Fire extinguisher & suppression

Special Requirements
HVAC systems including Air Conditioning
Operable windows or separate exhaust
Deep Sink

Technology
Power outlet - walls
Voice, video and data ports
Security

Band Uniform Storage
Quantity: 1
Proposed SF: 150 to 200 SF Each

Space Design Concept
The storage should be designed to accommodate storage o uniforms.

Program Activities
Storage of uniforms
Storage of sheet music, CD's, MP3's & Books
Access to rehearsal room and office

Loose Furnishings
Wardrobes and movable storage racks
Shelving units

Fixed Equipment
Secure storage cabinet

Finishes
Floor material: VCT Tile
Base material: Rubber
Wall material: Block / Gyp

Ceiling material: Acoustical Tile
LightingStandard
Fire extinguisher & suppression

Special Requirements
HVAC systems exhaust
Humidity control

Technology
Power outlet - walls
Security
Video Voice and Data ports

Band / Orchestra Storage/Library
Quantity: 1
Proposed SF: 100 to 150 SF Each

Space Design Concept
The storage should be designed to accommodate music supplies, media storage and sheet and other music department specific equipment.

Program Activities
Storage of educational materials.
Storage of sheet music, CD's, MP3's & Books
Access to rehearsal room and office

Loose Furnishings
Lateral file cabinet
Shelving units

Fixed Equipment
Display and bookshelves
Secure storage cabinet

Finishes
Floor material: Tile
Base material: Rubber
Wall material: Block / Gyp
Ceiling material: Acoustical Tile

Lighting Standard
Fire extinguisher & suppression

Special Requirements
HVAC systems exhaust

Humidity control

Technology
Power outlet - walls
Security

Choral Rehearsal Room
Quantity: 1
Proposed SF: 1,200 to 1,500 SF

Space Design Concept
The Chorus Rehearsal/General Music Classroom will house the various vocal classes and vocal ensembles and an acoustically appropriate space with high ceilings large enough to accommodate 60 students. A lockable cabinet or closet to house current, folders for all ensembles, conductor's chair, and podium, and built-in and lockable stereo equipment and tuner are needed. A secure chorus storage facility adjacent to the rehearsal room will house a piano, portable risers and records. Access to the auditorium and stage is necessary for final rehearsals.

Program Activities
Support the instruction and practice of various levels of vocal programs

Program Adjacencies
Access to piano storage - separate
Access to practice rooms
Access to portable risers

Loose Furnishings
Music stands w/ carts
Program equipment – Baby Grand Piano
Three Tier Risers with ramp
Storage for music folders
Chairs
Teacher Desk and Chair
Lateral file cabinet

Fixed Equipment
Acoustical treatment
Marker/white board with music staff & blank
Tack board & display boards
Projection screen/surfaces
Display and bookshelves
Tall wardrobe, storage cabinet and accessible work surfaces

Finishes
Floor material: Tile

Base material: Rubber
Wall material: Block / Gyp
Ceiling material: Acoustical Tile
LightingMulti-level direct/indirect

Special Requirements
Specialty lighting
HVAC systems including Air Conditioning
Natural and indirect Lighting & Operable windows
Acoustical Controls and Sound Transmission

Technology
Power outlet - floor and walls
Media projection system/smartboard
Security, Voice, video systems and data ports
Portable sound system

Chorus Practice Room
Quantity: 2-3
Proposed SF: 50 to 75 SF Each

Space Design Concept
The practice room should be designed for an individual practice and instruction.

Program Activities
Instrument music practice

Loose Furnishings
Music Stand w/carts
Folding chairs

Program Adjacencies
Access to rehearsal rooms
Access to instrument storage
Access to percussion storage

Fixed Equipment
Acoustical treatment

Finishes
Floor material: Carpet
Base material: Rubber
Wall material: Block / Gyp
Ceiling material: Acoustical Tile
LightingMulti-level direct/indirect
Door with large Lite (glass)

Special Requirements
HVAC systems including Air Conditioning
Acoustical Controls and Sound Transmission
Sound Isolated wood door

Technology
Power outlet - floor and walls
Voice, video and data ports
Security
Portable sound system
Technology equipment

Choral Library
Quantity: 1
Proposed SF: 100 to 150 SF Each

Space Design Concept
The storage should be designed to accommodate music supplies, media storage, student projects, and music department specific equipment. This can be combined with the general storage.

Program Activities
Storage of educational materials.
Storage of sheet music, CD's, MP3's & Books
Access to rehearsal room and office

Loose Furnishings
Lateral file cabinet
Shelving units

Fixed Equipment
Display and bookshelves
Secure storage cabinet

Finishes
Floor material: Tile
Base material: Rubber
Wall material: Block / Gyp
Ceiling material: Acoustical Tile
LightingStandard
Fire extinguisher & suppression

Special Requirements
HVAC systems exhaust

Humidity control

Technology
Power outlet - walls
Security

Recording / TV Studio Control Room
Quantity: 1
Proposed SF: 200 to 350 SF

Space Design Concept
The electronic music program space will include a recording and TV studio which will be utilized by the entire high school and will integrate audio and video signal from and to the auditorium and other rehearsal rooms. The studio space will include a control room adjacent to the midi laboratory with the ability for direct supervision.
Program Activities
Music composition, recital music and TV recordings, broadcasting and practice.

Program Adjacencies
Access to the midi lab / classroom.

Loose Furnishings mixing desk & chairs side racks (2)
speaker stands (2)
storage for books, & media (cd's, dvd's) Lateral file cabinet

Fixed Equipment
Acoustical treatment
Marker/white board with music staff & blank
Tack board & display boards
Display and bookshelves
Tall wardrobe and storage cabinet
Fixed cabinets and accessible work surface

Finishes
Floor material: Carpet
Base material: Rubber
Wall material: Block / Gyp
Ceiling material: Acoustical Tile
LightingMulti-level direct/indirect
Fire extinguisher & suppression

Special Requirements
HVAC systems including Air Conditioning
Natural and specialty Lighting
Operable windows & Interior Window
Acoustical Controls and Sound Transmission

Technology
Power outlet - floor and walls
Media projection system
Security, Voice, video systems and data ports
Portable sound system

Recording Studio Live Recording Room
Quantity: 1
Proposed SF: 300 to 350 SF

Space Design Concept
The electronic music program space will include a recording studio which will be utilized by the entire department and will integrate signal from to the auditorium and other rehearsal rooms. The studio space will include a control room adjacent to the midi laboratory with the ability for direct supervision. Provide a large window with blinds from the studio to the midi lab.

Program Activities
Live performance recording in a studio

Program Adjacencies
Access to the midi lab / classroom.

Loose Furnishings
Drums, guitars (2), bass w/ amp synthesizer w/ amp
baby grand piano
amp & amp stand

Fixed Equipment

Acoustical treatment	yes
Marker/whiteboard	yes – with music staff & blank

Finishes

Floor material:	Carpet		
Base material:	Rubber		
Wall material:	Block / Gyp	Finish:	Paint
Ceiling material:	Acoustical Tile	Height:	18'-0" minimum
Lighting	Multi-level direct/indirect		
Fire extinguisher & suppression	Per code		

Special Requirements
Specialty lighting
HVAC systems including Air Conditioning
Acoustical Controls and Sound Transmission

Technology

Power outlet - floor and walls yes
Media projection system / smartboard
Security, Voice, video systems and data ports
Portable sound system

Recording Studio Isolation Room
Quantity: 1
Proposed SF: 50 to 75 SF

Space Design Concept
The electronic music program space will include a recording studio which will be utilized by the entire department and will integrate signal from to the auditorium and other rehearsal rooms. The studio space will include a control room adjacent to the midi laboratory with the ability for direct supervision.

Program Activities
Live performance recording in a studio

Program Adjacencies
Access to the midi lab / classroom.

Loose Furnishings
Drums, guitars (2), bass w/ amp synthesizer w/ amp
baby grand piano
amp & amp stand

Fixed Equipment
Acoustical treatment
Marker/whiteboard

Finishes
Floor material: Carpet
Base material: Rubber
Ceiling material: Acoustical Tile
Lighting Multi-level direct/indirect

Special Requirements
Specialty lighting
HVAC systems including Air Conditioning
Indirect Lighting
Interior Window
Acoustical Controls and Sound Transmission

Technology
Power outlet - floor and walls
Media projection system / smartboard
Voice, video and data ports

Security
Portable sound system

Educational Program Specifications – Art

Program Objectives
The Arts have been identified by the U.S. Congress, the College Board, The Partnership for 21" 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 high school program. The NFHS Art Department offers diverse learning opportunities including painting, drawing, sculpture, ceramics, crafts, printmaking, and design. 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
- Critically assess works of art from many aesthetic and cultural perspectives
- Communicate visually
- Think critically and creatively
- Express their own feelings and ideas

Opportunities exist for students to display their artwork within the school, district, and the greater community. Those students who display exceptional artistic talent can be recommended by their teachers to submit their work to the Connecticut Regional Scholastic Arts Awards Program, a juried student art show, featuring work created by students from across the state

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 Goals
Instruction in Art involves the 21st Century Learning Expectations of writing effectively, reading effectively, speaking effectively, problem-solving effectively, and thinking critically. The goals of the art program include:

A. Development of proficiency in the use of a variety of tools, materials, and techniques;
B. Development of an understanding of the elements and principles of design;
C. Development of a student's ability to intelligently judge art and show an appreciation of the visual arts;
D. Development of visual perception and to challenge students to work toward excellence;
E. Direction for students who are seeking art-related careers;
F. Inspiration toward creativity so that students' lives may be enriched.

Program Activities to be Accommodated

Studios are needed to accommodate all art courses. A computer graphics lab is needed for digital photography and graphics classes. A kiln room is needed for the clay component. A multipurpose lecture room is needed for slide and video presentations and lectures, as well as the collaborative classes. 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 utilizing the space include 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 studio configuration should maximize flexibility and provide lecture as well as studio space.
- Access to technology should be provided through the studio.
- 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.
- 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.
- Whiteboards, Tack boards and projection screens 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.
- Art courtyard for student instruction and sculpture displays.
- Student display gallery.
- Computer graphic workstations within the studio and a graphics lab shared with the Technology Education department.
- Dedicated Kiln Room
- Enhanced ventilation requirements.
- Student display shelving in all studios.

Proposed Program and Concept Plan

The educational program space outlined below is based on building new to meet the program objectives established for New Fairfield High School. The studio and program space should be designed to provide the department flexibility based on enrollment and the needs of particular courses. The studios will have computer graphic workstations for small groups. The Art Department workroom and office is located between the studios with access to each space. The studios should also be placed near each other and in a central location easily accessible by students from both schools.

Program Requirements

The Art Department space requirements include two studios, storage rooms, kiln room, graphics lab and offices. The space should be designed as a flexible learning environment that is able to accommodate the specific program requirements. The inclusion of technology and computer graphics with a graphics lab and the ability to access technology within the studio is an imperative.

Art Studio – 3D
Quantity: 1
Proposed SF: 1,200 to 1,400 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 teachers.

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
Circular tables for small groups with chairs
Pottery Wheels
Mobile computer stations
Teacher Desk and Chair
Lateral file cabinet

Fixed Equipment
Acoustical treatment
Marker/whiteboard (Multiple)
Tack board & display boards
Projection screen/surfaces
Display and book shelves along one wall / will be the department storage space
Tall wardrobe and storage cabinet along one wall / will be the department storage space
Fixed cabinets and accessible work surface

Finishes
Floor material: Polished Concrete
Base material: Rubber / Vinyl
Wall material: Block / Sheetrock
Ceiling material: Open ceiling
LightingMulti level direct/indirect
Windows Operable with blinds - Maximize natural light
Fire extinguisher & suppression

Special Requirements
Specialty lighting
Deep sinks with clay traps
HVAC systems including Air Conditioning
Natural and indirect/direct Lighting / Operable windows

Power requirements for potters' wheels
Floor drains with clay traps and access panels.
Adjacent Kiln Room with separate storage room.

Technology
Power outlet - floor and walls
Media projection system
Voice, video and data ports
Security
Portable sound system
Integrated public address system

Art Studio – 2D
Quantity: 1
Proposed SF: 1,200 to 1,400 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 teachers.

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
Circular tables for small groups with chairs
Mobile computer stations
Teacher Desk and Chair
Lateral file cabinet

Fixed Equipment
Acoustical treatment
Marker/whiteboard (Multiple)
Tack board & display boards
Projection screen/surfaces
Display and book shelves along one wall / will be the department storage space
Tall wardrobe and storage cabinet along one wall / will be the department storage space
Fixed cabinets and accessible work surface

Finishes
Floor material: Polished Concrete
Base material: Rubber / Vinyl
Wall material: Block / Sheetrock
Ceiling material: Open ceiling
LightingMulti level direct/indirect

Windows Operable with blinds - Maximize natural light
Fire extinguisher & suppression

Special Requirements
Specialty lighting
Deep sinks with clay traps
HVAC systems including Air Conditioning
Natural and indirect/direct Lighting / Operable windows
Power requirements for potters' wheels
Floor drains with clay traps and access panels.
Adjacent Kiln Room with separate storage room.

Technology
Power outlet - floor and walls
Media projection system
Voice, video and data ports
Security and Integrated public address system
Portable sound system

Graphics Lab
Quantity: 1 (shared with Technology Department)
Proposed SF: 1000 to 1,200 SF

Space Design Concept
The classroom should be designed for an integrated approach to technology and multiple furniture arrangements and classroom configurations. The computers should be along the wall with a center table used for lecture/cooperative style instruction.

Program Activities
Support a number of teaching styles, including lectures, small group and individual instruction.

Loose Furnishings
Modular rectangular art tables with chairs
Circular tables for small groups with chairs
Mobile computer stations
Teacher Desk and Chair
Lateral file cabinet

Fixed Equipment
Acoustical treatment
Marker/whiteboard (Multiple)
Tack board & display boards
Projection screen/surfaces
Display and book shelves along one wall / will be the department storage space
Tall wardrobe and storage cabinet along one wall / will be the department storage space

Fixed cabinets and accessible work surface

Finishes
Floor material: Carpet
Base material: Rubber / Vinyl
Wall material: Block / Sheetrock
Ceiling material: Acoustical ceiling
LightingMulti level direct/indirect
Windows Operable with blinds - Maximize natural light
Fire extinguisher & suppression

Special Requirements
Specialty lighting Multi-Level
HVAC systems including Air Conditioning
Natural and indirect/direct Lighting
Operable windows

Technology
Power outlet - floor and walls
Media projection system
Voice, video and data ports
Security and Integrated public address system
Portable sound system

Art Department Storage
Quantity: 1 (shared by both Art Rooms)
Proposed SF: 250 to 400 SF

Space Design Concept
The storage should be designed to accommodate art supplies, media storage, student projects, drying racks and art department specific equipment.

Program Activities
Storage of educational materials.

Fixed Equipment
Shelves
Secure storage cabinet

Finishes
Floor material: Polished Concrete
Base material: Rubber
Wall material: Block / Sheetrock
Wall Finish: Paint
Ceiling material: Acoustical Tile
LightingStandard

Fire extinguisher & suppression

Special Requirements
HVAC systems exhaust

Technology
Power outlet - walls
Security

Art Department Workroom and Office
Quantity: 1 (Shared by both Art Rooms)
Proposed SF: 150 to 250 SF

Space Design Concept
The workroom should be designed to accommodate an office space with work/planning area.

Program Activities
Teacher planning and preparation room.

Loose Furnishings
Desks and Chair - 2
Computer stations
Workstation for each teacher
Lateral/vertical file cabinet

Fixed Equipment
Acoustical treatment
Marker/whiteboard (Multiple)
Tack board & display boards
Projection screen/surfaces
Display and bookshelves
Tall wardrobe and storage cabinet will be the department storage space
Fixed cabinets and accessible work surfaces

Finishes
Floor material: Polished Concrete / Carpet
Base material: Rubber / Vinyl
Wall material: Block / Sheetrock
Ceiling material: Acoustical Tile
Hardware: ADA compliant
LightingMulti level direct/indirect
Windows: Operable with blinds - Maximize natural light

Special Requirements

Specialty lighting
HVAC systems including Air Conditioning
Natural and indirect/direct Lighting
Operable windows

Technology
Power outlet - floor and walls
Voice, video and data ports
Security and Integrated public address system
Portable sound system

Educational Program Specifications – Technology Education

Program Objectives
The Technology Education Department provides a link from the traditional areas of study to the technologies of the future. Technology Education is based on experiential learning models and career exploration that is available to all students. The department goal is to expose students to a wide array of technological experiences and gain applied experiences in the traditional study areas. The manufacturing and construction lab provide students with an understanding of woods, metals and other material, in the career path of construction and manufacturing. Students explore careers in engineering in the Robotics and engineering Lab. The Video production, CAD, digital photography and graphics curriculum remain a focal point in the Technology Education Department. The Art program will collaborate and share the graphics lab and lecture spaces with the technology education department.

The technology education department's facilities will enable the instruction in topics such as, alternative energy, architectural design, biotechnology design, biotechnology, communication, construction technology, digital electronics, environmental technology, engineering, manufacturing technology, materials science, multimedia, robotics and automation, and transportation technology.

All programs are designed to contain points of integration for self-reflection, evaluation, writing, reasoning and analysis using mathematical models with a strong connection to the sciences.

Program Activities to be Accommodated
The Technology and Engineering Coursework focuses on the development and application of technology and the effect that technology has on people, society and the environment. Future programming offered through such pathways as Project Lead the Way and Amazon Young Engineer Program.

Space Occupancy
The individual utilizing the space include the students and teachers. The following is a partial list of design elements that should be incorporated into the technology education spaces:

- The Lab configuration should maximize flexibility and provide lecture as well as lab space.
- Access to technology should be provided through the Labs
- 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 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.
- Whiteboards, Tack boards and projection screens should be provided in each instructional space.
- Storage should be provided for ongoing student projects within the lab and in storage rooms.
- Large deep sinks, eyewash, body showers and other safety equipment.
- Adjustable multi directional lighting.
- Student display gallery.
- Computer graphic workstations within the studio and a graphics lab shared with the Art department.
- Stagecraft is a shared space with the arts and theater program.
- Video recording equipment.
- Enhanced ventilation requirements including dust collection if required.
- Student display shelving in all Labs.
- Appropriate work station for each lab based on the program requirements.

CADD/DESIGN LAB
Quantity: 1
Proposed SF: 1,000 to 1,200 SF

Space Design Concept
The lab should be designed for an integrated approach to technology and multiple furniture arrangements and room configurations.

Program Activities
Support a number of teaching styles, including lectures, small group and individual instruction. The lab will be equipped with computer workstations and planning areas for all students. Large format printing, storage of printing and electronic supplies and presentations of student work need to be accommodated.

Loose Furnishings
Workstations with side tables for large format documents
Circular tables for small groups with chairs
Teacher Desk and Chair
Lateral file cabinet
Various printers

Fixed Furnishings
Acoustical treatment
Marker/whiteboard (Multiple)
Tack board & display boards
Projection screen/surfaces
Display and bookshelves
Tall wardrobe and storage cabinet
Fixed cabinets and accessible work surfaces

Finishes
Floor material: Concrete
Base material: Rubber / Vinyl
Wall material: Block / Sheetrock
Ceiling material: Acoustical ceiling
LightingMulti-level direct/indirect and task lighting
Windows: Operable with blinds

Special Requirements
Specialty lighting
Dedicated electrical circuits with a UPS backup system
HVAC systems including Air Conditioning
Natural and indirect/direct Lighting
Operable windows
Door to open to Manufacturing Lab

Technology
Power outlet - floor and walls
Media projection system
Voice, video and data ports
Security System
Portable sound system
Technology equipment
Wireless & Hard-wired Network per the district's technology plan
Integrated public address system

Video Production Studio
Quantity: 1
Proposed SF: 700 to 1,000 SF

Space Design Concept
The students should be able to demonstrate the fundamental knowledge and application of the elements of audio-video production and execution. Technical knowledge will be realized through workshop experiences, which combine theory and hands-on practice. The studio may be shared with the local community access television group. The studio should be designed for an integrated approach to technology. This space should be adjacent to the video production lab.

Program Activities
Students will produce live television cable casts. students will also participate in other production and post-production editing.

Loose Furnishings
Circular tables for small groups with chairs
Mobile computer stations
Teacher Desk and Chair

Lateral file cabinets

Fixed Furnishings
Acoustical treatment
Marker/whiteboard (Multiple)
Tack board & display boards
Projection screen/surfaces
Tall wardrobe and storage cabinet
Fixed cabinets and accessible work surfaces
Green screen background

Finishes
Floor material: VCT /VET and Area Rug
Base material: Rubber / Vinyl
Wall material: Block / Sheetrock
Ceiling material: Open ceiling with pipe grid
Lighting: Multi-level direct/indirect studio lighting
Windows: No
Fire extinguisher & suppression

Special Requirements
Specialty lighting (assorted systems, roughly 6-7 units for a small space)
Dedicated electrical circuits with a UPS backup system
HVAC systems including Air Conditioning
1 video switcher
2 Canon, XL-2 (with chargers and cases) or similar equipment
2 Bogen-Manfrotta tripods, 2 tripod carriages or similar equipment
2 teleprompters, 2 way wireless intercom system with multiple headsets (preferable 4 terminals), 6 Microphones (2 stick, 4 lavalier) 2, 22 inch monitors (preferably flat screen)
Curtains for backdrops

Technology
Power outlet - floor and walls
Media projection system
Security, Voice, video systems and data ports
Portable sound system and Integrated public address system

Video Production Lab- Control Room & Video Editing
Quantity: 1
Proposed SF: 150 to 250 SF

Space Design Concept
The students should be able to demonstrate the fundamental knowledge and application of the elements of audio-video production and execution. Technical knowledge will be realized through workshop experiences, which combine theory and hands-on practice. The lab may be shared with the local community access

television group. The lab should be designed for an integrated approach to technology. This space should be adjacent to the video production studio.

Program Activities
Students will also participate in production and post-production editing.

Loose Furnishings
Workstations with editing equipment
Teacher Desk and Chair
Lateral file cabinets

Fixed Furnishings
Acoustical treatment
Marker/whiteboard (Multiple)
Tack board & display boards
Projection screen/surfaces
Tall wardrobe and storage cabinet
Fixed cabinets and accessible work surfaces

Finishes
Floor material: VCT /VET
Base material: Rubber / Vinyl
Wall material: Block / Sheetrock
Ceiling material: Open ceiling
Lighting: Multi-level direct/indirect studio lighting
Windows: No
Fire extinguisher & suppression

Special Requirements
Specialty lighting
Dedicated electrical circuits with a UPS backup system
HVAC systems including Air Conditioning

Technology
Power outlet - floor and walls
Media projection system
Security, Voice, video systems and data ports
Portable sound system and Integrated public address system

Technology Education Department Storage
Quantity: 2
Proposed SF: 250 to 350 SF – 1 CADD & Graphics
Proposed SF: 150 to 200 SF – 1 Video Studio

Space Design Concept

The storage should be designed to accommodate supplies, media storage, student projects, and department specific equipment.

Program Activities
Storage of educational materials.

Fixed Equipment
Shelves
Secure storage cabinet

Finishes
Floor material: Polished Concrete
Base material: Rubber
Wall material: Block / Sheetrock
Wall Finish: Paint
Ceiling material: Acoustical Tile
Ceiling height: 8'-0" minimum
Hardware: ADA compliant - Lockable
Lighting: Standard LED layin
Fire extinguisher & suppression

Special Requirements
HVAC systems exhaust

Technology
Power outlet - walls
Security

Robotics, Engineering, Energy & Transportation
Quantity: 1
Proposed SF: 1,500 to 2,000 SF Each

Space Design Concept
The robotics, engineering, energy and transportation lab should be designed for an integrated approach to technology and flexibility of equipment configurations.

Program Activities
Support a number of teaching styles, including lectures, small group and individual instruction for programming offered through such pathways as Project Lead the Way and Amazon Young Engineer Program.

Loose Furnishings
Table for small groups with chairs
Mobile computer stations

Work Tables
Teacher Desk and Chair
Lateral file cabinet

Fixed Furnishings
Acoustical treatment
Marker/whiteboard (Multiple)
Tack board & display boards
Projection screen/surfaces
Tall wardrobe and storage cabinet
Fixed cabinets and accessible work surfaces

Finishes
Floor material: VCT /VET
Base material: Rubber / Vinyl
Wall material: Block / Sheetrock
Ceiling material: Open ceiling
Lighting: Multi-level direct/indirect studio lighting
Windows: Maximize natural light
Fire extinguisher & suppression

Special Requirements
Specialty lighting Multi-Level
HVAC systems including Air Conditioning
Overhead electrical power cables
Operable windows
Open lab floor space
Eyewash and Body Shower

Technology
Power outlet - floor and walls
Media projection system
Security, Voice, video systems and data ports
Portable sound system and Integrated public address system

Stagecraft, Manufacturing & Construction
Quantity: 1
Proposed SF: 1,000 to 1,500 SF

Space Design Concept
The lab should be designed for an integrated approach to technology and multiple furniture and equipment arrangements. The space must be flexible to accommodate a variety of construction and manufacturing disciplines.

Program Activities
Practical application instruction in construction technology, set design, and manufacturing.

Loose Furnishings
Workstations with chairs/stools
Table for small groups with chairs
Mobile computer station
Work Tables
Teacher Desk and Chair
Lateral file cabinet
Portable equipment carts
Portable dust collection system

Fixed Furnishings
Acoustical treatment
Marker/whiteboard (Multiple)
Tack board & display boards
Projection screen/surfaces
Tall wardrobe and storage cabinet
Fixed cabinets and accessible work surfaces

Finishes
Floor material: Polished Concrete
Base material: Rubber / Vinyl
Wall material: Block / Sheetrock
Ceiling material: Open ceiling
Lighting: Multi-level direct/indirect studio lighting
Windows: Maximize natural light
Fire extinguisher & suppression

Special Requirements
Specialty lighting Multi-Level
HVAC systems including Air Conditioning
Natural and indirect/direct Lighting
Flexible power capabilities
Operable windows
Eyewash and Body Shower

Technology
Power outlet - floor and walls
Media projection system
Security, Voice, video systems and data ports
Portable sound system and Integrated public address system

Culinary and Hospitality - Kitchen
Quantity: 1
Proposed SF: 2,000 to 2,500 SF

Space Design Concept
The lab should be designed as a commercial kitchen with appropriate storage for dry goods, refrigerated foods and frozen foods. The space must be flexible to accommodate a foods program.

Program Activities
Practical application instruction in culinary arts

Loose Furnishings
Workstations with chairs/stools
Table for small groups with chairs
Mobile computer station
Work Tables
Teacher Desk and Chair
Lateral file cabinet
Portable equipment carts
Kitchen equipment

Fixed Equipment
Acoustical treatment
Marker/whiteboard (Multiple)
Tack board & display boards
Projection screen/surfaces
Flag Bracket & Flag
Display and bookshelves
Tall wardrobe and storage cabinet

Finishes
Floor material: Quarry tile
Base material: Tile
Wall material: FRP washable finish
Ceiling material: Washable acoustical ceiling
Lighting: Multi level direct/indirect
Windows: Operable with blinds - Maximize natural light
Fire extinguisher & suppression

Special Requirements
Specialty lighting Multi-Level
HVAC systems including Air Conditioning
Natural and indirect/direct Lighting
Flexible power capabilities
Operable windows
Kitchen equipment

Technology
Power outlet - floor and walls

Media projection system
Voice, video and data ports
Security and Portable sound system
Integrated public address system

Culinary and Hospitality – Restaurant Seating / Lecture / Classroom
Quantity: 1
Proposed SF: 700 to 1,000 SF

Space Design Concept
The hospitality room should be designed as a dual function space with restaurant seating and classroom planning layout. This space should function as a venue for small events. The space must be adjacent to the foods program.

Program Activities
Practical application instruction in culinary and service industry.

Loose Furnishings
Workstations with chairs/stools
Table for small groups with chairs
Mobile computer station
Work Tables
Teacher Desk and Chair
Lateral file cabinet

Fixed Equipment
Acoustical treatment
Marker/whiteboard (Multiple)
Tack board & display boards
Projection screen/surfaces
Flag Bracket & Flag
Display and bookshelves
Tall wardrobe and storage cabinet

Finishes
Floor material: VCT/VET
Base material: Rubber
Wall material: Paint
Ceiling material: Acoustical ceiling
Lighting: Multi level direct/indirect
Windows: Operable with blinds - Maximize natural light
Fire extinguisher & suppression

Special Requirements
Specialty lighting Multi-Level

HVAC systems including Air Conditioning
Natural and indirect/direct Lighting
Flexible power capabilities
Operable windows

Technology
Power outlet - floor and walls
Media projection system
Voice, video and data ports
Security and Portable sound system
Integrated public address system

Fashion & Costume Design
Quantity: 1
Proposed SF: 700 to 1,000 SF

Space Design Concept
The lab should be designed for an integrated approach to technology and multiple furniture and equipment arrangements. The space must be flexible to accommodate a planning and design areas, changing /dressing room, and sewing areas.

Program Activities
Practical application instruction in fashion and costume design.

Loose Furnishings
Workstations with chairs/stools
Table for small groups with chairs
Mobile computer station
Work Tables
Teacher Desk and Chair
Lateral file cabinet
Portable equipment carts
Sewing machines

Fixed Equipment
Acoustical treatment
Marker/whiteboard (Multiple)
Tack board & display boards
Projection screen/surfaces
Flag Bracket & Flag
Display and bookshelves
Tall wardrobe and storage cabinet

Finishes
Floor material: VCT/VET
Base material: Rubber

Wall material: Paint
Ceiling material: Acoustical ceiling
Lighting: Multi level direct/indirect
Windows: Operable with blinds - Maximize natural light
Fire extinguisher & suppression

Special Requirements
Specialty lighting Multi-Level
HVAC systems including Air Conditioning
Natural and indirect/direct Lighting
Flexible power capabilities
Operable windows

Technology
Power outlet - floor and walls
Media projection system
Voice, video and data ports
Security and Portable sound system
Integrated public address system

Child Development Lab
Quantity: 1
Proposed SF: 750 to 1,000 SF

Space Design Concept
The child development lab should be designed for an integrated approach to technology and flexibility for multiple furniture and equipment arrangements. The space will be designed for use by preschool students and must accommodate a variety of activity areas for physical therapy, art, story-time etc.

Program Activities
Instruction in early childhood learning

Loose Furnishings
Workstations with chairs/stools for children ages 3 to 5 years
Table for small groups with chairs
Mobile computer station
Work Tables
Teacher Desk and Chair
Lateral file cabinet

Fixed Equipment
Acoustical treatment
Marker/whiteboard (Multiple)
Tack board & display boards

Projection screen/surfaces
Flag Bracket & Flag
Display and bookshelves
Tall wardrobe and storage cabinet

Finishes
Floor material: VCT/VET and /or Carpet
Base material: Rubber
Wall material: Paint
Ceiling material: Acoustical ceiling
Lighting: Multi level direct/indirect
Windows: Operable with blinds - Maximize natural light
Fire extinguisher & suppression

Special Requirements
Specialty lighting Multi-Level
HVAC systems including Air Conditioning
Natural and indirect/direct Lighting
Operable windows

Technology
Power outlet - floor and walls
Media projection system
Voice, video and data ports
Security and Portable sound system
Integrated public address system

Educational Program Specifications – Business

Program Objectives
The Business Education program is designed to develop a student's understanding of business, technology and economic concepts. It seeks to integrate academic concepts and technology application throughout the curriculum. It is tasked with providing students the ethical conduct and effective communication skills, which are needed to function as an effective employee and leader in the American free-market business system. Students acquire valuable business, life and personal skills necessary to function in today's dynamic and diverse world. The NFHS Business curriculum focuses on developing the academic, thinking and interpersonal skills needed to become a productive worker, an economically successful entrepreneur and a keen consumer. The Business Department also manages the School Store, which is currently housed by the school cafeteria.

Program Goals
Instruction in Business Department involves the 21st Century Learning Expectations of writing effectively, reading effectively, speaking effectively, problem-solving effectively, and thinking critically. The goals of the Business program include the development of broad transferable skills which stress the understanding and demonstration of the following elements of the workplace:

A. Planning, management, and financial skills;

B. Technical and production skills;
C. Labor, community, health, safety, and environmental issues;
D. Marketing and presentation issues.

Program Activities to be accommodated

Activities to be housed include large and small group instruction and class work. Students will discuss, read, write, word process, present, access technological resources and conduct research, applying skills and content learned by utilizing material available in the classroom, as well as through the technological resources of voice, video, and print media. All classes will have intense computer lab needs and each classroom must be large enough to accommodate students working on computers in small and large groups. In addition, activities include large and small group instruction, meetings and individual work areas. Access to an Entrepreneurial Center will be necessary. Students will discuss, read, write, present, conduct research, access technological resources, program, compute, attend meetings, interact with the public, problem solve, connect virtually with others, debate, and work collaboratively. Space must allow for teacher supervision of small groups and acoustics must be appropriate to control the noise level. All students are also required to meet individually with teachers in conference therefore appropriate quiet space should be provided.

Space Occupancy and Design Criteria

The Business Department classrooms include the students and Business department teachers. Depending on the course, a special education teacher, paraprofessional, or a reading/writing resource teacher may share space for the instruction of small groups or individuals within the regular classroom. The following is a partial list of design elements that should be incorporated into all instructional spaces:

- The classroom configuration should maximize flexibility and interaction within and among the instructional areas for development of teaching teams and student learning.
- Each classroom should have the capability for a large number of computers.
- Digital projection systems should be utilized for visual display.
- Interactive whiteboards should be installed in all instructional areas, which should be connected to an audio-visual system and a computer.
- Ceiling height and windows should maximize natural light and accommodate daylight.
- A Glass side-lite must be provided adjacent to all classroom doors.
- Cabinets and casework appropriate to the instructional classroom function should be provided. General classrooms should be provided with a minimum of 12 linear feet of casework, while specialty spaces should be designed to accommodate the program requirements.
- Special consideration should be given for sound transmission to minimize sound infiltration into the adjacent space.
- Whiteboards and Bulletin Boards should be provided in each instructional space.
- Flat screens display systems with access to television news channels
- Storage for supplies and projects

Proposed Program and Concept Plan

The educational program space outlined below is based on building a new facility to meet the program objectives established for New Fairfield High School. The classroom should be designed to provide the department flexibility in the assignment of rooms based on enrollment in particular courses. The classrooms should also be placed in a more central location easily accessible by students from both schools. This will also provide better access to the school store which is connected to the cafeteria.

Program Requirements
The Business Department space requirements will include shared classrooms a multipurpose computer lab and school store. The classroom space will be shared with other departments. All furniture will be evaluated for life expectancy and all furniture and/or equipment that do not meet ADA requirements or is in poor condition will be replaced.

Business Classroom/Laboratory
Quantity: 1-2
Proposed SF: 1,000 to 1.250 SF Each

Space Design Concept
The Business classroom/laboratory should be designed for an integrated approach to technology. The furniture arrangements should accommodate a teacher workstation in the front of the room classroom configurations. A central table/student work area in the center of the room. The space will function as general classroom.

Program Activities
Support a number of teaching styles, including lectures, small group and individual instruction.

Loose Furnishings
Workstations with chairs/stools
Table for small groups with chairs
Mobile computer station
Work Tables
Teacher Desk and Chair
Lateral file cabinet

Fixed Equipment
Acoustical treatment
Marker/whiteboard (Multiple)
Tack board & display boards
Projection screen/surfaces
Flag Bracket & Flag
Display and bookshelves
Tall wardrobe and storage cabinet

Finishes
Floor material: VCT/VET and /or Carpet
Base material: Rubber
Wall material: Paint
Ceiling material: Acoustical ceiling
Lighting: Multi level direct/indirect
Windows: Operable with blinds - Maximize natural light

Special Requirements

Specialty lighting Multi-Level
HVAC systems including Air Conditioning
Natural and indirect/direct Lighting
Operable windows

Technology
Power outlet - floor and walls
Media projection system
Voice, video and data ports
Security and Portable sound system
Integrated public address system
20 computers with DVD player and 17" LCD monitors connected to network, printer and Internet
DVD connected to data projector
Printer with scanner

School Store/Business Department
Quantity: 1
Proposed SF: 100 to 200 SF

Space Design Concept
The school store should be designed to accommodate items for sale, storage of merchandise and appropriate point of sale space. It should be centrally located and near the Business Department space in a high traffic area. Provide a window wall for viewing of merchandise from outside of store.

Program Activities
Sale of school merchandise.

Fixed Equipment
Shelves
Secure storage room

Finishes
Floor material: VCT
Base material: Rubber
Wall material: Block / Sheetrock
Wall Finish: Paint
Ceiling material: Acoustical Tile
Ceiling height: 8'-0" minimum
Hardware: ADA compliant - Lockable
Lighting: LED Standard

Special Requirements
HVAC systems exhaust
Stand-up Refrigerator with glass door

Technology
Power outlet - walls
Security

Business Workroom
Quantity: 1
Proposed SF: 150 to 200 SF Each Department

Space Design Concept
The workroom should be designed to accommodate a work/planning area, a heavy-duty copier, limited equipment and secure storage. The workroom could be shared with one or more departments and be part of a department office.

Program Activities
Teacher planning and preparation room.

Loose Furnishings
Compute Stations
Work tables and chairs
Lateral/vertical file cabinet

Fixed Equipment
Marker/whiteboard
Tack board & display boards
Fixed cabinets and accessible work surfaces

Finishes
Floor material: VCT or Carpet with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with natural light preferred

Special Requirements
HVAC systems including Air Conditioning

Technology
Power outlet
Media projection system or Interactive Whiteboard
Voice, video and data ports
Security per school safety plan
Wireless & Hard-wired Network
Integrated public address system

Business Office

Quantity: 1
Proposed SF: 100 to 150 SF Each Department

Space Design Concept
The office should be designed to accommodate the department chairperson, all department faculty/staff and a small conference area. The space should be adjacent to the workroom.

Program Activities
Department leader's office
Conference Space
Teacher Work Stations

Loose Furnishings
Desks and Chairs
Conference table and chairs
Lateral/vertical file cabinet

Fixed Equipment
Marker/whiteboard
Tack board & display boards
Fixed cabinets and accessible work surfaces

Finishes
Floor material: VCT or Carpet with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with natural light preferred

Special Requirements
HVAC systems including Air Conditioning

Technology
Power outlet
Media projection system or Interactive Whiteboard
Voice, video and data ports
Security per school safety plan
Wireless & Hard-wired Network
Integrated public address system

Business Department Storage
Quantity: 1
Proposed SF: 150 to 250 SF

Space Design Concept
The storage should be designed to accommodate books, media storage and department specific equipment.

Program Activities
Storage of educational materials.

Loose Furnishings
Lateral and or vertical file cabinet

Fixed Equipment
Shelves to accommodate 600+ books
Secure storage cabinet

Finishes
Floor material: VCT with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Standard

Special Requirements
HVAC systems exhaust and cooling if necessary

Technology
Power outlet
Security per school safety plan
Integrated public address system

Technology Education Department Storage
Quantity: 2
Proposed SF: 100 to 250 SF Each

Space Design Concept
The storage should be designed to accommodate books, media storage and department specific equipment.

Program Activities
Storage of educational materials.

Loose Furnishings
Lateral and or vertical file cabinet

Fixed Equipment
Shelves to accommodate 600+ books
Secure storage cabinet

Finishes
Floor material: VCT with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Standard

Special Requirements
HVAC systems exhaust and cooling if necessary

Technology
Power outlet
Security per school safety plan
Integrated public address system

Technology Education Department Workroom and Office
Quantity: 1
Proposed SF: 150 to 250 SF

Space Design Concept
The office should be designed to accommodate the department chairperson, all department faculty/staff and a small conference area. The space should be adjacent to the workroom.

Program Activities
Department leader's office
Conference Space
Teacher Work Stations

Loose Furnishings
Desks and Chairs
Conference table and chairs
Lateral/vertical file cabinet

Fixed Equipment
Marker/whiteboard
Tack board & display boards
Fixed cabinets and accessible work surfaces

Finishes
Floor material: VCT or Carpet with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with natural light preferred

Special Requirements
HVAC systems including Air Conditioning

Technology
Power outlet
Media projection system or Interactive Whiteboard
Voice, video and data ports
Security per school safety plan
Wireless & Hard-wired Network
Integrated public address system

Educational Program Specifications – Learning Commons

Program Objectives
The mission of the learning commons 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 and creators of ideas and information. The Learning Commons is the school's center for information and inquiry for students and staff. The center provides the services, instruction, materials, equipment, and personnel to assist the faculty in developing an appropriate and effective educational program. Learning Commons of today are designed to be flexible and have electronic adaptability; ready for technologies as traditional methods are changing almost daily in the area of instruction.

The Learning Commons also coordinates the use and maintenance of instructional equipment. The library will consist of student seating areas with tables and study carrels, technology areas for student access to computers and AV equipment, classroom areas for instruction, shelving and storage for materials, a circulation area, small group meeting area, production room, library staff offices and workroom, storage room for equipment, and a professional library area for teachers.

The district media workroom will consist of a staff and student production area, office/work room for the media director, quiet work/meeting room, secured storage areas, and areas for copying and laminating.

Program Activities to be accommodated
The learning commons will house individual and class research using/viewing print, audio-visual, 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 acquisition and processing of materials; storage of materials and equipment; and professional reading and research for teachers. The Learning Commons environment currently provides wireless access to the Internet, utilized by district equipment and by approved staff and student devices.

Space Occupancy and Design Criteria
The learning commons will have seating for up to 50 students including space for a minimum of 6 computers in the computer nook, office/work space for the library media specialists, copy machine, video production studio (unless moved – see below), secured storage, and the high school faculty room.

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

A. The Learning Commons configuration should maximize flexibility and provide lecture as well as general seating and computer workstation space.
B. Access to technology should be provided through the Learning Commons.
C. Digital projection systems should be utilized for visual display.
D. Interactive whiteboards should be installed in designated areas.
E. Ceiling height and windows should maximize natural light and accommodate daylight.
F. A sidelite must be provided adjacent to all doors.
G. Cabinets and casework appropriate to the Learning Commons functions should be provided.
H. Special consideration should be given for sound transmission.
I. Speaker systems should be incorporated into designated instructional areas.
J. Whiteboards, Bulletin Boards, and projection screens will be provided at each designated instructional areas or small group work area.
K. Dedicated storage should be provided.
L. Adjustable multi-directional lighting
M. A reading courtyard for students
N. Student project display area
O. 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. The classrooms and small group spaces should be visible for supervision.

Proposed Program and Concept Plan
The educational program space outlined below is based on building new to meet the program objectives established for New Fairfield High School.

Program Requirements
Student seating areas for both collaboration and quiet study, technology areas for student access to computers and AV equipment, classroom areas for instruction, shelving and storage for materials, a circulation area, small group meeting area, library staff offices and workroom, storage room for equipment, and a professional library area for teachers.

Learning Commons
Quantity: 1
Proposed SF: 4,000 to 5,000 SF

Space Design Concept
The space should be designed for an integrated approach to technology and multiple furniture arrangements and classroom configurations.

Program Activities
The library/learning commons will have seating for up to 50 students, including space for a minimum of 6 computers, a small group meeting area, comfortable seating for students, offices for the library media specialist; library assistant; and professional library to seat a minimum of 12 at tables.

Loose Furnishings
Tables with chairs

Circular tables for small groups with chairs
Mobile computer stations
Comfortable seating for students
Shelving
Acoustical treatment
Marker/whiteboard (Multiple)
Tack board & display boards
Projection screen/surfaces
Display and bookshelves

Finishes
Floor material: Carpet
Base material: Rubber / Vinyl
Wall material: Block / Sheetrock
Ceiling material: Acoustical ceiling
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds - Maximize natural light

Special Requirements
Specialty lighting
HVAC systems including Air Conditioning
Natural and indirect/direct Lighting
Operable windows

Technology
Power outlet - floor and walls
Media projection system
Voice, video and data ports
Security
Portable sound system
Integrated public address system

Learning Commons Office/Work Area
Quantity: 1
Proposed SF: 200 to 300 SF

Space Design Concept
The office to accommodate the media specialist with conference space.

Program Activities
Planning and preparation room

Loose Furnishings
Desks and Chair
Computer station

Work table and Chair
Lateral/vertical file cabinet

Fixed Equipment
Acoustical treatment
Marker/whiteboard (Multiple)
Tack board & display boards
Projection screen/surfaces
Display and bookshelves
Tall wardrobe and storage cabinet, lockable
Fixed cabinets and accessible work surfaces

Finishes
Floor material: Carpet
Base material: Rubber / Vinyl
Wall material: Block / Sheetrock
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds - Maximize natural light
Fire extinguisher & suppression

Special Requirements
Specialty lighting
HVAC systems including Air Conditioning
Natural and indirect/direct Lighting

Technology
Power outlet - floor and walls
Media projection system
Voice, video and data ports
Security
Portable sound system
Integrated public address system

Learning Commons Storage
Quantity: 1
Proposed SF: 200 to 350 SF

Space Design Concept
The storage should be designed to accommodate supplies, media storage and department specific equipment.

Program Activities
Storage of educational materials

Fixed Equipment
Shelves
Secure storage cabinet

Finishes
Floor material: VCT
Base material: Rubber
Wall material: Block / Sheetrock
Wall Finish: Paint
Ceiling material: Acoustical Tile
Ceiling height: 8'-0" minimum
Hardware: ADA compliant - Lockable
Lighting: Standard LED
Fire extinguisher & suppression

Special Requirements
HVAC systems exhaust

Technology
Power outlet - walls
Security

Learning Commons Conference Room
Quantity: 1
Proposed SF: 200 to 250 SF

Space Design Concept
The space should be designed to accommodate a small conference table for up to twelve individuals.

Program Activities
Small group instruction and meetings

Loose Furnishings
Conference table and Chairs

Fixed Equipment
Acoustical treatment
Marker/whiteboard (Multiple)
Tack board & display boards
Projection screen/surfaces
Flag Bracket & Flag
Display and bookshelves
Lower storage cabinet lockable 8 linear feet
Fixed cabinets and accessible work surface

Finishes

Floor material: Carpet
Base material: Rubber / Vinyl
Wall material: Block / Sheetrock
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds - Maximize natural light
Fire extinguisher & suppression

Special Requirements
HVAC systems including Air Conditioning
Natural and indirect/direct Lighting

Technology
Power outlet
Media projection system / Smart boards
Voice, video and data ports
Security
Integrated public address system

Educational Program Specifications – Cafeteria

Program Objectives
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, enough 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 Cafeteria should be designed as a comfortable and multifunctional space as it typically serves as a banquet facility, school dance venue, meeting room, and home to other after school and community activities. The dining area should accommodate a minimum of 250 students at a time and provide designated areas for senior seating, vending machines, small gathering areas, and temporary/portable food stations for snacks, salad etc. Additionally, the space should provide the opportunity for presentations such as lecture, music, and dances. The cafeteria should also function as an area where student work and achievements are displayed.

The kitchen/food preparation area that will accommodate hot and cold meal serving lines is imperative. A self-service line and a snack line with a steam table should be provided. 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 utensils. 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 Activities to be accommodated
- Food service and seating for up to 250 students, approximately 33% of the school's population at one time with multiple furniture arrangements
- Kitchen area large enough to service the needs associated with the warming of the food
- Facilities for garbage disposal area, freezers, coolers, food services staff office, and planning areas

- Toilets, lockers, and other support spaces associated with the kitchen
- General toilets for boys and girls.

Space Occupancy and Design Criteria
The space includes the students, teachers, administrative and food service staff. The following is a partial list of design elements that should be incorporated into the studio spaces:

A. The Cafeteria configuration should maximize flexibility and provide for activities such as lectures, school dances, social events, and art displays.
B. Digital projection systems should be utilized for visual display in designated areas.
C. Community access after school hours should be provided.
D. Ceiling height and windows should maximize natural light and accommodate daylight.
E. Windows in the corridors should be provided and appropriately sized corridors should be provided to the area in and out of the cafeteria.
F. Booth, high-top, and other seating arrangements should be planned for maximum flexibility.
G. Special consideration should be given for sound transmission and acoustics.
H. Speaker systems should be incorporated into all cafeteria seating areas.
I. Storage should be provided for the tables and chairs.
J. Adjustable multi-directional lighting
K. A courtyard for exterior dining should be provided.
L. Student display cases for two- and three-dimensional art work should be provided.
M. Enhanced ventilation requirements

Proposed Program and Concept Plan
The educational program space outlined below is based on building a new facility to meet the program objectives established for New Fairfield High School. The new cafeteria will be served by a warming kitchen. Additionally, technology will be introduced throughout the space and areas with multi-use capabilities in mind.

Program Requirements
The Cafeteria space requirements include the seating area to incorporate 250 students at one time, and provide storage rooms, and kitchen/support spaces.

Cafeteria
Quantity: 1
Proposed SF: 3,000 to 3,500 SF

Space Design Concept
A multi-functional space that is used to serve students lunch and provides options for large and small assemblies

Program Activities
Student dining area and assemblies

Loose Furnishings
Tables with attached seating
Vending machines

Fixed Equipment
Acoustical treatment
Tack board & display boards
Projection screen/surfaces overhead

Finishes
Floor material: VCT / VET
Base material: Rubber / Vinyl
Wall material: Block / Sheetrock
Ceiling material: Acoustical and Open ceiling
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds - Maximize natural light
Fire extinguisher & suppression

Special Requirements
Specialty lighting
Drinking Fountains
HVAC systems including Air Conditioning
Natural and indirect/direct Lighting
Power requirements for portable hot and cold food serving units

Technology
Power outlet
Media projection system / Smart boards
Voice, video and data ports
Security
Integrated public address system

Kitchen & Serving Line
Quantity: 1
Proposed SF: 1,000 to 1,500 SF

Space Design Concept
An efficient warming commercial kitchen with appropriate support spaces

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

Acoustical treatment: Acoustical Ceiling Tile and wall panels
Marker/whiteboard
Tack board & display boards

Finishes
Floor material: Quarry Tile
Base material: Tile
Wall material: Block / Sheetrock
Ceiling material: Acoustical and Open ceiling
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds - Maximize natural light
Fire extinguisher & suppression

Special Requirements
Specialty lighting
Drinking Fountains
Vending Equipment
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
Overhead grill door

Technology
Power outlet
Media projection system / Smart boards
Voice, video and data ports
Security
Integrated public address system

Kitchen Office
Quantity: 1
Proposed SF: 150 to 200 SF

Space Design Concept
The office should accommodate the food services director and manager.

Program Activities
Planning and preparation room.

Loose Furnishings
Desks and Chair

Computer station
Work table and Chair
Lateral/vertical file cabinet

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

Finishes
Floor material: VCT / VET
Base material: Rubber / Vinyl
Wall material: Block / Sheetrock
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds - Maximize natural light
Fire extinguisher & suppression

Special Requirements
HVAC systems including Air Conditioning
Natural and indirect/direct Lighting
Operable windows

Technology
Power outlet
Media projection system / Smart boards
Voice, video and data ports
Security
Integrated public address system

Kitchen Storage
Quantity: 1 - Depending on the specific use
Proposed SF: 150 to 250 SF

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

Program Activities
Storage of food service related materials. Includes Freezer, Cooler, Dry Storage and General Storage

Fixed Equipment
Shelves
Secure storage cabinet

Finishes
Floor material: VCT / VET
Base material: Rubber / Vinyl
Wall material: Block / Sheetrock
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds - Maximize natural light
Fire extinguisher & suppression

Special Requirements
HVAC systems exhaust

Technology
Power outlet - walls
Security

Educational Program Specifications – Auditorium

Program Objectives
All students can learn from improvisational work, literary analysis of all types of dramatic literature, scene study aimed at production, formal full-length productions, workshops, and performances. Improvisational work should be the foundation for all types of learning about drama and theater. The auditorium / theater will be a multi-purpose performance space that will accommodate programs that range from public speaking and presentation, to music recitals, dance and theatrical performances. The auditorium is to be designed to accommodate large school gatherings of 725-750 as well as performances for smaller audiences of 400. Musical performances will include the band with 100 students, the concert choir at 100 students and district wide band and choir concerts of 200 students each. The auditorium can also be the venue for community groups. Courses might include Introduction to Theater, Advanced Theater, and Stagecraft. The auditorium can be used for the following:

- Several MS and HS Music department concerts each year
- Theatrical productions – plays and musicals
- Unified theater – MS and HS
- DECA events (fashion show, Mr. Rebel)
- Talent Show – MS & HS
- Assemblies, presentations for a variety of school programs & functions
- Community use after school hours.

The auditorium should be located adjacent to parking with a lobby/pre-function space and community access. Concession and Box office separate from athletics should be provided.

Program Activities to be Accommodated

All acting, directing, and theater voice classes will take place in the Auditorium. Stagecraft will be housed in the Technology Education area and the students will also support the sound, lighting, video design and engineering, which will take place in a computer classroom and auditorium. Costume design and fabrication will take place in the FCS lab(s). There will also be Main Stage Productions, which can take place in the main auditorium and black box theater.

Space Occupancy and Design Criteria
Students will attend theater classes in the auditorium, and costume room. One to two acting teachers and one to two technical teachers are projected as well as technical support personnel for costumes, scenery, art and graphics, publicity, communication, makeup, and other specialty areas. The following is a partial list of design elements that should be incorporated into the auditorium spaces:

The educational program requirements for the auditorium were based on best practices for the current and proposed programs, as well as space needs derived from dialog with school and community based stakeholders. This included the theatrical arts and music teachers and high school administrators. Key issues that are considered in the development of the auditorium program are identified below:

- Seating Capacity 725-750
- Size of the stage and thrust
- Set workshop and storage
- Orchestra Pit
- Dressing and Green room
- Dance and Music Programs
- Proper Sight-lines
- Acoustics
- Sound Isolation
- Light isolation
- Access to technology should be provided through the auditorium.
- Digital projection systems should be utilized for visual display.
- Special consideration should be given for sound transmission.
- Mechanical /HVAC systems
- House and Stage Lighting
- ADA, Fire Protection and Life Safety Codes.
- Catwalk over the house
- Light fixtures with access and on a fly system

Design Concept:
The design of the auditorium in New Fairfield High School must be carefully evaluated as it is used by every department in the school. School wide assemblies are limited by the capacity, and the space is not currently conducive for lecture settings.

Auditorium Orchestra & Mezzanine Level
Quantity: 1
Proposed SF: 8,000 to 10,000 SF

Space Design Concept

Seating for performances with a focus on acoustics and sight-lines

Program Activities
Musical and theatrical performances.

Loose Furnishings
Mobile computer stations
Lighting and sound control module

Acoustical treatment
Tack board & display boards
Projection screen/surfaces
Fixed cabinets and accessible work surfaces

Finishes
Floor material: Carper and exposed concrete
Base material: Rubber / Vinyl
Wall material: Block / Sheetrock /Wood
Ceiling material: Open ceiling / clouds
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows
Fire extinguisher & suppression

Special Requirements
Specialty lighting
HVAC systems including Air Conditioning
Natural and indirect/direct Lighting in lobby
Sound Isolation

Technology
Power outlet - floor and walls
Media projection system
Voice, video and data ports
Security
Portable sound system
Integrated public address system

Auditorium Stage
Quantity: 1
Proposed SF: 2,000 to 2,500 SF Each

Space Design Concept
Large open space for lectures, musical recitals and theatrical productions. A thrust stage extension and orchestra pit should be provided. Space to fly scenery with multiple drops and wing space. Locate adjacent to the music rooms, storage and theater set design workshop.

Program Activities
Main Student Performance Area

Loose Furnishings
Defined by the performance program
Acoustical treatment
Marker/whiteboard (Multiple)
Projection screen/surfaces

Finishes
Floor material: Wood
Base material: Rubber / Vinyl
Wall material: Block
Ceiling material: Open ceiling / Rigging
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Fire extinguisher & suppression

Special Requirements
Specialty lighting
HVAC systems including Air Conditioning
Indirect/direct Lighting
Stage Rigging and Curtains
House and Stage lighting
10 feet wide and 10 feet tall Overhead door with acoustical treatment

Technology
Power outlet - floor and walls
Media projection system
Voice, video and data ports
Security
Portable sound system
Technology equipment
Wireless & Hard wired Network
Integrated public address system

Auditorium Storage
Quantity: 2
Proposed SF: 250 to 350 SF Each

Space Design Concept
The storage should be designed to accommodate costumes, props, supplies, media storage, and department specific equipment.

Program Activities
Storage of theater and presentation materials.

Fixed Equipment
Shelves
Secure storage cabinet

Finishes
Floor material: VCT
Base material: Rubber
Wall material: Block / Sheetrock
Wall Finish: Paint
Ceiling material:Acoustical Tile
Ceiling height: 8'-0" minimum
Hardware: ADA compliant - Lockable
Lighting: Standard LED
Fire extinguisher & suppression

Special Requirements
HVAC systems exhaust
Humidity control
Overhead door for large equipment transfers

Technology
Power outlet - walls
Security

Multi-Purpose Room
Quantity: 1
Proposed SF: 1,500 to 2,500 SF Each

Space Design Concept
Large open space for musical recitals and theatrical productions for small venues with 200 seats. Operates as a pre-function or gathering space.

Program Activities
Student Performance Area and Gathering Area

Loose Furnishings
Defined by the performance program

Acoustical treatment
Projection screen/surfaces

Finishes
Floor material: Wood

Base material: Rubber / Vinyl
Wall material: Block
Ceiling material: Open ceiling / Grid Iron
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Fire extinguisher & suppression

Special Requirements
Specialty lighting
HVAC systems including Air Conditioning
Indirect/direct Lighting
Stage Rigging and Curtains
House and Stage lighting
Bleacher seating
Side and rear door access for performers during productions

Technology
Power outlet - floor and walls
Media projection system
Voice, video and data ports
Security
Portable sound system
Integrated public address system

Educational Program Specifications – Physical Education

Program Objectives
The Physical Education program is an integral part of the total educational structure of the New Fairfield Public Schools. Taken in conjunction with the Health program, it provides the most significant contributions toward the total well-being of each child. The overall goal of the program is to offer progressive, sequential instruction which provides each student with sufficient physical activity to maintain an optimal level of fitness and develop acceptable social, emotional, and physical traits. The Physical Education department is currently separated from the Health department based upon layout. Physical Education is required for all students each year from grades 9 - 12. Students need to earn 2.0 credits in Physical Education in order to graduate.

Program Goals
Instruction in the Physical Education Department involves the 21st Century Learning Expectations of writing effectively, reading effectively, speaking effectively, problem-solving effectively, and thinking critically. The goals of the Physical Education program include the following:

A. Development of a student's positive attitude toward his/her personal involvement in physical activities;
B. Development of an understanding of and appreciation for the nature of rules, skills, and strategies as they relate to physical education activities at the appropriate grade levels;
C. Provide opportunities for students to develop a wholesome self-concept and an acceptable perception of others;

D. Development of an interest and a desire to participate in lifelong recreational sports;
E. Development of healthy attitudes concerning winning, losing, and fair play;
F. Development of the ability to identify options available in making personal decisions.

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.

A. Main gymnasium with seating for 750 (2 Teaching Stations)
B. Fitness center
C. Health Education Classroom(s)
D. Storage for all equipment (currently there is a lack of storage and showers are being used for storage)
E. Separate boys' and girls' locker rooms with toilet and shower facilities
F. Team locker areas for sport teams and visiting team use
G. Athletic Director's Office
H. Office, lockers, toilet, and shower facilities for the PE Staff
I. Coaches' Offices
J. Outdoor Equipment Storage
K. Concession with Storage
L. Ticket Booth
M. Office and Storage

Space Occupancy and Design Criteria

The individuals using the space include the students, teachers, volunteers, and the community. The following is a partial list of design elements that should be incorporated into the design of the PE spaces:

A. The Gymnasiums should maximize flexibility and provide adequate seating for state-wide competitions. At a minimum, there should be enough seating in the gym for all students who attend New Fairfield High School.
B. Access to technology should be provided through the instructional and office areas.
C. Digital projection systems should be utilized for visual display, including scoreboards.
D. Interactive whiteboards should be installed in all instructional areas.
E. Ceiling height and windows should maximize natural light and accommodate daylight.
F. Sidelites must be provided adjacent to all instructional classroom doors.
G. Cabinets and casework must be provided in all instructional classrooms.
H. Speaker systems should be incorporated into all instructional spaces.
I. Whiteboards and Bulletin Boards should be provided in each instructional space.
J. Adjustable multi-directional lighting.
K. Video recording infrastructure must be installed in the gymnasiums for the live recording of events.
L. Enhanced ventilation requirements
M. Masonry, ceramic tile and similar finish products should be used in all locker and team facilities.
N. Natural light should be provided in the gymnasiums.
O. Provisions for the storage of equipment for all sports activities.
P. All facilities should meet Title IX requirements.
Q. The Athletic Training Room should include: sink, ice machine, white board, whirlpools, and storage lockers.
R. Mechanically-operated curtain

S. Suspended batting cages in Gym.
T. The Fitness room should be equipped with cardiovascular equipment.
U. The weight room should consist of: cardiovascular and weight equipment to accommodate 20 students.
V. The count of all existing athletic fields and courts should be maintained with the addition of a new practice field.

Proposed Program and Concept Plan

The program developed for the Physical Education program is based on meeting the curriculum need of New Fairfield High School. Right sizing the program areas, addressing ADA/OCR and Title IX; and resolving the natural light environmental issues have been the programming priorities.

Design Concept:

The design approach reorganizes the existing program to meet the following priorities:

1. Equality in the size of the facilities and amenities available to both the boys and the girls.
2. Introduction of natural light and HVAC systems that meet or exceed ASHRAE standards and provide a healthy environment for the competitive spirit.
3. A facility that is welcoming and enhances student performance allowing them to excel by developing a healthy body and mind.
4. A facility that serves the students and the community at large.

Program Requirements

The key spaces requirements of the Physical Education Department, and the community at large, is to include a gymnasium, a larger fitness center, health classrooms, storage rooms, utility room, locker rooms and offices for the athletic director and teachers. The inclusion of technology is an imperative.

Gymnasium

Quantity: 1
Proposed SF: 7,500 to 10,500 SF

Space Design Concept

The Main Gymnasium should be designed to accommodate a full size courts for basketball and volleyball; and seating for 500 Spectators. A climbing wall could be located in the second gym. The Gym will be designed with an integrated approach to technology. Each space 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 each gym.

Loose Furnishings

Physical Ed Equipment

Fixed Equipment

Acoustical treatment - Acoustical Deck and panels
Projection screen/surfaces – Retractable

Finishes
Floor material: Wood resilient sports flooring
Base material: Wood
Wall material: Block / Sheetrock
Wall material: Wall padding
Ceiling material: Open ceiling painted with acoustical deck
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Maximize natural light – Avoid potential for glare
Fire extinguisher & suppression

Special Requirements
Specialty lighting
Retractable Clear Glass basketball backboards
HVAC systems including Air Conditioning
Mechanically operated divider curtains or rigid folding partitions
Accommodation for baseball cages
Protection for all equipment
Sloped roof deck at ½" per foot minimum
Provision for floor scansions for volleyball and other sports.
Access to power and data in the floor
Electronic scoreboards
Display of banners
Retractable bleachers to sit 500 people in larger gym
Wrestling mats and climbing wall.

Technology
Power outlet - floor and walls
Media projection system
Voice, video and data ports
Security
Portable sound system
Integrated public address system

PE Locker Rooms
Quantity: 2
Proposed SF: 1,000 to 1,250 SF Each

Space Design Concept
The locker rooms should be designed with an integrated approach to technology. The space will function as a changing area for students, include toilets and shower facilities and be adjacent to the team rooms. The PE teacher offices will open on the locker rooms. Each locker-room should contain restroom facilities as prescribed by code. Transgender locker facility with toilet should be considered. This can also function as a family locker room for use by the community.

Program Activities
Student changing and preparatory area for PE activities
Team athletics

Loose Furnishings
Shower curtains

Fixed Equipment
Acoustical treatment
Large Lockers – 250 lockable (each locker room)
Fixed counters and accessible work surfaces
Mirrors

Finishes
Floor material: Polished Concrete
Base material: Ceramic Tile
Wall material: Block / Tile
Ceiling material: Open ceiling
Hardware: ADA compliant
LightingStandard LED
Windows: Clearstory Semi Transparent - Maximize natural light
Fire extinguisher & suppression

Special Requirements
HVAC systems including Air Conditioning
Interior windows for teacher office sightlines
Vandal proof furnishings
Restrooms

Technology
Power outlet - floor and walls
Media projection system
Voice, video and data ports
Security
Integrated public address system

Coaches/PE Teachers Offices
Quantity: 4
Proposed SF: 100 to 125 SF Each

Space Design Concept
The offices should accommodate desks and chairs for coach and teacher volunteers.

Program Activities

Planning and preparation room for coaches.

Loose Furnishings
Desks and Chair
Computer station
Work table and Chair
Lateral/vertical file cabinet

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

Finishes
Floor material: Polished Concrete
Base material: Rubber / Vinyl
Wall material: Block / Sheetrock
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Standard LED
Windows: Operable with blinds - Maximize natural light
Fire extinguisher & suppression

Special Requirements
HVAC systems including Air Conditioning
Natural and indirect/direct Lighting
Operable windows
Lockers

Technology
Power outlet - floor and walls
Media projection system
Voice, video and data ports
Security
Portable sound system
Integrated public address system

Strength Training
Quantity: 1
Proposed SF: 1,500 to 2,000 SF

Space Design Concept

The strength training room should be designed as a flexible space for a variety of weight training equipment.

Program Activities
Primary use will be strength training activities for specific sports activities.

Loose Furnishings
Weightlifting /training equipment

Fixed Equipment
Acoustical treatment
Marker/whiteboard (Multiple)
Tack board & display boards
Projection screen/surfaces
Flag Bracket & Flag
Mirrors on all walls

Finishes
Floor material: Rubber matts
Base material: Rubber
Wall material: Block / Sheetrock
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Maximize natural light
Fire extinguisher & suppression

Special Requirements
HVAC systems including Air Conditioning
Water fountain

Technology
Power outlet - floor and walls
Media projection system
Voice, video and data ports
Security
Portable sound system
Integrated public address system

Fitness Center
Quantity: 1
Proposed SF: 800 to 1,000 SF Each

Space Design Concept
The fitness room should be designed for an integrated approach to technology and flexibility

Program Activities
Primary use will be cardiovascular activities and will also support a number of teaching styles, including lectures and dance.

Loose Furnishings
Aerobic activities equipment

Fixed Equipment
Acoustical treatment
Marker/whiteboard (Multiple)
Tack board & display boards
Projection screen/surfaces
Flag Bracket & Flag
Mirrors on all walls

Finishes
Floor material: Rubber matts
Base material: Rubber
Wall material: Block / Sheetrock
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Maximize natural light
Fire extinguisher & suppression

Special Requirements
HVAC systems including Air Conditioning
Water fountain

Technology
Power outlet - floor and walls
Media projection system
Voice, video and data ports
Security
Portable sound system
Integrated public address system

Athletic Directors Office
Quantity: 1
Proposed SF: 150 to 200 SF

Space Design Concept
The space should be designed to accommodate an office for the Athletic Director(s) with work/planning area, conference area.

Program Activities
Planning and preparation office.

Loose Furnishings
Desks and Chair
Computer station
Work table and Chair
Lateral/vertical file cabinet

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

Finishes
Floor material: Polished Concrete
Base material: Rubber / Vinyl
Wall material: Block / Sheetrock
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Standard LED
Windows: Operable with blinds - Maximize natural light
Fire extinguisher & suppression

Special Requirements
HVAC systems including Air Conditioning
Natural and indirect/direct Lighting
Operable windows
Lockers

Technology
Power outlet - floor and walls
Media projection system
Voice, video and data ports
Security
Portable sound system
Integrated public address system

Athletic Conference/Meeting Room
Quantity: 1
Proposed SF: 150 to 250 SF

Space Design Concept
The conference should be designed to accommodate 8 to 10 individuals with limited equipment and secure storage.

Program Activities
Teacher/athletic planning and meeting room

Loose Furnishings
Conference table and Chairs

Fixed Equipment
Acoustical treatment
Marker/whiteboard (Multiple)
Tack board & display boards
Display and bookshelves
Fixed cabinets and accessible work surfaces

Finishes
Floor material: Polished Concrete
Base material: Rubber / Vinyl
Wall material: Block / Sheetrock
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Standard LED
Windows: Operable with blinds - Maximize natural light
Fire extinguisher & suppression

Special Requirements
HVAC systems including Air Conditioning
Natural and indirect/direct Lighting
Operable windows
Lockers

Technology
Power outlet - floor and walls
Media projection system
Voice, video and data ports
Security
Portable sound system
Integrated public address system

Team Rooms
Quantity: 2

Proposed SF: 250 to 450 SF

Space Design Concept
The space should be designed to accommodate a team meeting with whiteboards and technology for planning and instruction. A shower, toilets and lockers are to be provided at each team room.

Program Activities
Team meeting and planning room

Loose Furnishings
None

Fixed Equipment
Acoustical treatment
Marker/whiteboard (Multiple)
Tack board & display boards

Finishes
Floor material: Polished Concrete
Base material: Rubber / Vinyl
Wall material: Block / Sheetrock
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Standard LED
Windows: Operable with blinds - Maximize natural light
Fire extinguisher & suppression

Special Requirements
HVAC systems including Air Conditioning
Natural and indirect/direct Lighting
Operable windows
Lockers and Benches

Technology
Power outlet - floor and walls
Media projection system
Voice, video and data ports
Security
Portable sound system
Integrated public address system

Trainer
Quantity: 1

Proposed SF: 250 to 550 SF

Space Design Concept
The space should be designed to accommodate first aid and physical therapy for injured students and staff. The space should contain storage.

Program Activities
Physical therapy and injury treatment.

Loose Furnishings
Computer
Jacuzzi / Treatment Tub
Refrigerator / freezer
Microwave
Ice Machine
Lateral/vertical file cabinet
Shelving in the adjacent storage room

Fixed Equipment
Acoustical treatment
Marker/whiteboard (Multiple)
Tack board & display boards
Cabinets lockable
Counter with sink

Finishes
Floor material: Polished Concrete
Base material: Rubber / Vinyl
Wall material: Block / Sheetrock
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Standard LED
Windows: Operable with blinds - Maximize natural light
Fire extinguisher & suppression

Special Requirements
HVAC systems including Air Conditioning
Natural and indirect/direct Lighting
Operable windows

Technology
Power outlet - floor and walls
Media projection system
Voice, video and data ports
Security
Portable sound system

Integrated public address system

Concession Facility
Quantity: 1
Proposed SF: 100 to 250 SF

Space Design Concept
The space should be designed to accommodate the sale of food and drinks, and school related items. The space should contain storage. The facility should have access to the outside through a door and a serving area should be facing the exterior and the interior of the building.

Program Activities
Cell concessions during athletic competitions and other community events. This will be manned by the community groups, booster clubs and the Family & Consumer Science program.

Loose Furnishings
Tall stools
Computer/cashier stations
Refrigerator / freezer
Microwave
Lateral/vertical file cabinet
Shelving in the storage room

Fixed Equipment
Acoustical treatment
Marker/whiteboard (Multiple)
Tack board & display boards
Cabinets lockable
Counter with sink

Finishes
Floor material: VCT / VET
Base material: Rubber / Vinyl
Wall material: Block / Sheetrock
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Standard LED
Windows: Operable with blinds - Maximize natural light
Fire extinguisher & suppression

Special Requirements
HVAC systems including Air Conditioning
Outlets for equipment

Vending machines

Technology
Power outlet - floor and walls
Media projection system
Voice, video and data ports
Security
Portable sound system
Integrated public address system

PE/Athletic Storage
Quantity: 2 (one for Physical Education and one of Athletic Department)
Proposed SF: 350 to 500 SF

Space Design Concept
The storage should be designed to accommodate department, athletic and community specific equipment.

Program Activities
Storage of PE, athletic and community equipment

Fixed Equipment
Shelves – 12 inch deep

Finishes
Floor material: Concrete
Base material: Rubber
Wall material: Block / Sheetrock
Wall Finish: Paint
Ceiling material: Acoustical Tile
Ceiling height: 8'-0" minimum
Hardware: ADA compliant - Lockable
Lighting: Standard LED
Fire extinguisher & suppression

Special Requirements
HVAC systems exhaust

Technology
Power outlet - walls
Security

Uniform Storage
Quantity: 1
Proposed SF: 150 to 200 SF

Space Design Concept
The space should be designed to accommodate uniforms and department specific storage.

Program Activities
Storage of uniform and portable racks

Loose Equipment
Clothing Racks

Fixed Equipment
Shelves – 12 inch deep

Finishes
Floor material: VCT
Base material: Rubber
Wall material: Block / Sheetrock
Wall Finish: Paint
Ceiling material: Acoustical Tile
Ceiling height: 8'-0" minimum
Hardware: ADA compliant - Lockable
Lighting: Standard LED
Fire extinguisher & suppression

Special Requirements
HVAC systems exhaust

Technology
Power outlet - walls
Security

Utility Room
Quantity: 1
Proposed SF: 50 to 100 SF

Space Design Concept
The space should be designed to accommodate laundry equipment and Ice Machine.

Program Activities
Laundry for uniforms
Ice Machine

Loose Equipment
Washer & Dryer
Ice Machine

Fixed Equipment
Shelves – 12 inch deep

Finishes
Floor material: VCT
Base material: Rubber
Wall material: Block / Sheetrock
Wall Finish: Paint
Ceiling material: Acoustical Tile
Ceiling height: 8'-0" minimum
Hardware: ADA compliant - Lockable
Lighting: Standard
Fire extinguisher & suppression

Special Requirements
HVAC systems exhaust
Special power requirements for equipment

Technology
Power outlet - walls
Security

Ticket Booth
Quantity: 1
Proposed SF: 40 to 70 SF

Space Design Concept
The ticket booth should be designed to accommodate a ticket counter and cashier station. The ticket booth should be adjacent to the concession area.

Program Activities
Ticket Sales

Loose Furnishings
Stools
Computer stations
Lateral/vertical file cabinet

Fixed Equipment
Acoustical treatment
Marker/whiteboard (Multiple)
Tack board & display boards
Counter with drawer

Finishes

Floor material: VCT / VET
Base material: Rubber / Vinyl
Wall material: Block / Sheetrock
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Ticket booth transition window with overhead grill
Fire extinguisher & suppression

Special Requirements
HVAC systems including Air Conditioning

Technology
Power outlet - walls
Voice, video and data ports
Security
Integrated public address system

Educational Program Specifications – Health Education

Program Objectives
The Health Program at New Fairfield High School is designed to support and guide students' personal and academic achievement through the development of skills needed to live a healthy and balanced lifestyle. The curriculum, which is provided to students in grades 9 & 12, helps students to make plans and take actions that lead to a healthy and balanced life for themselves and the world around them. Health education is for students in grades 9 thru 12. Starting in 2023 students need to earn 1.0 credit in Health to graduate.

Program Goals
Instruction in Health involves the 21st Century Learning Expectations of writing effectively, reading effectively, speaking effectively, problem-solving effectively, and thinking critically. The goals of the Health program include the following:

A. Demonstrate the ability to practice health-enhancing behaviors that will contribute to the establishment of a healthy lifestyle;
B. Development of strategies to avoid risk-taking behavior that may lead to their premature death or disability;
C. Demonstrate an understanding of the relationship between health and the ability to live, learn, play, and work together;
D. Demonstrate the behaviors that will enable students to become productive citizens who value and respect themselves, others, and the environment.

Program Activities to be accommodated
Activities to be housed include large and small group instruction and class work. Students will discuss, read, write, present, dramatize, and conduct research, applying skills and content learned through the utilization of material available in the classroom, as well as through the technological resources of voice, video, and print media. The Health classroom must be large enough to accommodate students working in small and large

groups. Space must allow for teacher supervision of small groups and acoustics must be appropriate to control the noise level. All students are also required to meet individually with teachers in conference; therefore, appropriate quiet space should be provided. The Health classroom should function as a general classroom with full audiovisual/technology capabilities supported with the necessary electrical and network infrastructure. Natural light, multi-level lighting, and individualized environmental control should be provided in each space.

Space Occupancy and Design Criteria

The Health classroom includes the students and Health teachers. Depending on the course, a special education teacher and/or paraprofessional may share space for the instruction of small groups or individuals within the regular classroom. The following is a partial list of design elements that should be incorporated into all instructional spaces:

- The classroom configuration should maximize flexibility and interaction within and among the instructional areas for development of teaching teams and student learning.
- Each classroom should have the capability for a large number of computers.
- Digital projection systems should be utilized for visual display.
- Interactive whiteboards should be installed in all instructional areas, which should be connected to an audio-visual system and a computer.
- Ceiling height and windows should maximize natural light and accommodate daylight.
- A sidelite must be provided adjacent to all classroom doors.
- Cabinets and casework appropriate to the instructional classroom function should be provided. General classrooms should be provided with a minimum of 12 linear feet of casework, while specialty spaces should be designed to accommodate the program requirements.
- Special consideration should be given for sound transmission to minimize sound infiltration into the adjacent space.
- Whiteboards and Bulletin Boards should be provided in each instructional space.

Program Requirements

The Health Department space requirements will include a classroom. The space should be designed as a flexible learning environment that is able to accommodate several teaching styles and disciplines. All furniture will be evaluated for life expectancy and all furniture and/or equipment that does not meet ADA requirements or is in poor condition will be replaced. The following pages identify specific requirements for each space.

Health Classroom

Quantity: 1
Proposed SF: 700 to 750 SF Each

Space Design Concept

The classroom should be designed for an integrated approach to technology and multiple furniture arrangements and classroom configurations. The space should function as an office for the teacher and study hall for students.

Program Activities

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

Loose Furnishings
Modular rectangular tables with chairs
Circular tables for small groups with chairs
Mobile computer stations
Teacher Desk and Chair
Lateral/vertical file cabinet

Fixed Equipment
Acoustical treatment
Marker/whiteboard (Multiple)
Tack board & display boards
Projection screen/surfaces
Flag Bracket & Flag
Display and book shelves along one wall will be the department storage space
Tall wardrobe and storage cabinet along one wall
Fixed cabinets and accessible work surfaces

Finishes
Floor material: Tile
Base material: Rubber / Vinyl
Wall material: Block / Sheetrock
Ceiling material: Acoustical Tile
ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds - Maximize natural light
Fire extinguisher & suppression

Special Requirements
Specialty lighting
HVAC systems including Air Conditioning
Natural and indirect/direct Lighting

Technology
Power outlet
Media projection system / Smart boards
Voice, video and data ports
Security
Integrated public address system

Educational Program Specifications – Student Support Services

Program Objectives

New Fairfield High School has a comprehensive student support structure. This program includes the special education teachers, paraprofessionals, the social worker, the school psychologist, the school counselors, the school nurse, the speech and language pathologist, and the occupational and physical therapist. In addition, the reading teacher provides support to students. These professionals provide a continuum of services in self-contained and mainstream settings. With several new intervention initiatives, such as SRBI and PBIS, the number of students requiring services has been increasing over the past several years. All students who attend New Fairfield, no matter their educational abilities, are entitled to receive appropriate educational services in the least restrictive environment that will enable them to full equality of access. The diversity of educational and behavioral student support needs necessitates a variety of spaces to accommodate instructional activities.

Program Goals

Instruction and support involve the 21st Century Learning Expectations of writing effectively, reading effectively, speaking effectively, problem-solving effectively, and thinking critically. In addition to the educational programs designed specifically to meet the individualized needs of the students, Individualized Education Plans (IEP) are implemented in inclusive settings with appropriate support staff. Other support staff provides individualized student support based upon academic needs defined by assessment data, behavioral data, social-emotional concerns, and state requirements, such as the Student Success Plan and assisting in the college planning process.

Program Activities to be accommodated

Student Support Services consists of Resource Rooms, Life Skills, Speech and Language Services, Psychological Services, Social Work Services, the school nurse, and School Counseling Services, including the College and Career Center. Other appropriate services as determined by the students' Individual Education Plans (IEP) are also included. As all 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, traditional counseling services, specialized physical education, and other specialized activities aimed at the individual.

Space Occupancy and Design Criteria

The space design criterion 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:

A. Sensory-friendly lighting and acoustics would be beneficial for students with autism, hearing difficulties, and attention deficits.
B. Life skills programs should be placed with ready access to the mainstream classrooms.
C. Special education classrooms must provide efficient emergency egress.
D. All classrooms should have ample locked storage space for materials and records.
E. Flexible work stations should support both individual and small group instruction.
F. Classroom technology in special education settings should be equal to that offered in mainstream settings.
G. All classrooms should be equipped with a telephone line, clock, multiple outlets, whiteboards, bulletin boards, and wiring for computer network capability and internet access.
H. Each classroom should have audiovisual capability and the flexibility to accommodate large and small group activities and individual instruction.
I. General education classrooms will require commensurate standards for the inclusion of special education students.

J. Access to technology should be provided in all spaces.
K. Digital projection systems should be utilized for visual display.
L. Interactive whiteboards should be installed in all instructional areas.
M. Ceiling height and windows should maximize natural light and accommodate daylight.
N. Glass sidelites must be provided adjacent to all classroom doors.
O. Cabinets and casework appropriate to the instructional studio function should be provided.
P. Speaker systems should be incorporated into all instructional spaces.
Q. Whiteboards and Bulletin Boards should be provided in each instructional space.

School Counseling Department (Suite)

The School Counseling department is a service to students, teachers, parents, the community, and the professional staff of New Fairfield High School. In general, the counseling department, both on an individual and group basis, assists each student with his/her emotional and physical needs. Counselors with specialized professional training provide the following services:

A. Individual and group counseling
B. College preparation and application processes
C. Developmental guidance
D. New student orientation
E. Teacher and parent consultation
F. Transition planning
G. Consulting
H. Career Awareness
I. Referral
J. Screening
K. Testing and test preparation
L. Monitoring placed students
M. Enrollment and transfer paperwork
N. Scheduling
O. Student Intervention Team Management
P. Development and management of Student Success Plans

Space Occupancy and Design Criteria

Occupancy:

A. School Counselors
B. Social Worker
C. School Psychologist
D. Secretary

Design Criteria:

A. Conference Room
    a. Fit up to 15 people
    b. Built-Ins
    c. Privacy Considerations
B. Five Offices

C. Office/Reception Area
D. Private waiting area
E. Student Records Vault
    a. This currently does not exist. File cabinets are stored in many different spaces throughout the school, in and out of the counseling suite area.
F. Supply Closet
G. Resource Center (Career, college and Student Success Plan)

School Health Suite

The New Fairfield High School Health Suite is needed to help students achieve and maintain high standards of health and recognize the relationship of health with educational programs. 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.

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. The school nurse also manages all athletic and yearly health paperwork, a requirement to attend school or participate in athletics. Unlike now, the health clinic should have adequate private space for health examinations, conferences with students/parents, rest, and isolation. A exterior window is required.

Design Criteria:

A. Student Records Vault
    a. This currently does not exist. File cabinets are stored in many different spaces throughout the office, which takes up a lot of space.
B. Waiting area for up to 5 students (the current one only houses one comfortably)
    a. Examination Area/Room (with dressing room, Sink & storage)
C. Nurse's Office Space
D. Isolation Space (currently houses two students and acts as nurse storage)
E. Handicap Bathroom and sink (the nurse's office currently uses the Main Office bathroom)

Special Education Offices

Quantity: 2
Proposed SF: 150 to 175 SF Each

Space Design Concept

The space should be designed to accommodate typical private office equipment and a small conference table for up to four individuals. All office should have exterior windows have an adjacent record storage room and conference room.

Program Activities

Individual student assessment

Loose Furnishings
Shelves
Desks and Chairs
Conference table and chairs
Lateral/vertical file cabinet

Fixed Equipment
Marker/whiteboard
Tack board & display boards
Fixed cabinets and accessible work surfaces

Finishes
Floor material: VCT or Carpet with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with natural light preferred

Special Requirements
HVAC systems including Air Conditioning

Technology
Power outlet
Voice, video and data ports
Security per school safety plan
Wireless & Hard-wired Network
Integrated public address system

Life Skills
Quantity: 1
Proposed SF: 700 to 950 SF

Space Design Concept
The classroom should be designed for an integrated approach to technology and multiple furniture arrangements and classroom configurations and promote active living skills. The classroom should accommodate 12 – 15 students.

Program Activities
Instructional space for students with disabilities to learn life skills. The space will provide a private, safe, secure area for de-escalation and counseling services and a storage room within the classroom for equipment such as wheelchairs, walkers, therapy equipment etc.

Loose Furnishings
Modular rectangular tables with chairs

Circular tables for small groups with chairs
Fixed computer stations
Teacher Desk and Chair
Lateral/vertical file cabinet

Fixed Equipment
Marker/whiteboard
Tack board & display boards
Projection screen/surfaces
Flag Bracket & Flag
Display and bookshelves
Tall wardrobe and storage cabinet
Fixed cabinets and accessible work surfaces
Home-style kitchen with stove, sink, microwave

Finishes
Floor material: VCT or Carpet and Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with maximized natural light

Special Requirements
Specialty lighting
HVAC systems including Air Conditioning

Technology
Power outlet: floor and walls
Media projection system or Interactive Whiteboard
Voice, video and data ports
Security per school safety plan
Portable sound system
Wireless & Hard-wired Network
Integrated public address system

Resource Rooms
Quantity: 4
Proposed SF: 450 to 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 eight to ten students and will be proximate to the special education resource rooms. This space is where special education teachers and paraprofessionals will work.

Program Activities
Support a number of teaching styles, including lectures, small group and individual instruction.

Loose Furnishings
Modular rectangular tables with chairs to support up to 25 students
Circular tables for small groups with chairs
Fixed computer stations
Teacher Desk and Chair
Lateral/vertical file cabinet

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

Finishes
Floor material: VCT or Carpet and Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with maximized natural light

Special Requirements
HVAC systems including Air Conditioning

Technology
Power outlet: floor and walls
Media projection system or Interactive Whiteboard
Voice, video and data ports
Security per school safety plan
Portable sound system
Integrated public address system

Special Education Department Storage
Quantity: 1
Proposed SF: 150 to 250 SF Each

Space Design Concept

The storage should be designed to accommodate art supplies, media storage, student records, and department specific equipment.

Program Activities
Storage of educational materials.

Loose Furnishings
Lateral and or vertical file cabinet

Fixed Equipment
Shelves to accommodate 600+ books
Secure storage cabinet

Finishes
Floor material: VCT with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Standard

Special Requirements
HVAC systems exhaust and cooling if necessary

Technology
Power outlet
Security per school safety plan
Integrated public address system

Reading, Writing, and Math Support
Quantity: 1 - 2
Proposed SF: 300 to 450 SF

Space Design Concept
The instructional space should be designed to accommodate eight to ten students, individual work area and a work/planning area. This room should be centrally located so it can be accessed by all High School students.

Program Activities
Small group instruction.

Loose Furnishings
Modular rectangular tables with chairs to support up to 8 students
Circular tables for small groups with chairs

Fixed Equipment
Marker/whiteboard
Tack board & display boards

Projection screen/surfaces
Flag Bracket & Flag
Fixed cabinets and accessible work surfaces

Finishes
Floor material: VCT or Carpet with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with natural light preferred

Special Requirements
HVAC systems including Air Conditioning

Technology
Power outlet: floor and walls
Media projection system or Interactive Whiteboard
Voice, video and data ports
Security per school safety plan
Portable sound system
Wireless & Hard-wired Network
Integrated public address system

Secretary / Reception
Quantity: 1 (To be located in the School Counseling Suite)
Proposed SF: 150 to 200 SF

Space Design Concept
The secretarial work area will accommodate work space for one secretary and include casework that will be lockable. A fixed secure closet for confidential materials and supplies with shelves and coat hooks.

Program Activities
Provide administrative support to the Guidance Department.

Loose Furnishings
Shelves
Desks and Chairs
Lateral/vertical file cabinet

Fixed Equipment
Marker/whiteboard
Tack board & display boards
Fixed cabinets and accessible work surfaces

Finishes
Floor material: VCT or Carpet with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with natural light preferred

Special Requirements
HVAC systems including Air Conditioning

Technology
Power outlet
Voice, video and data ports
Security per school safety plan
Wireless & Hard-wired Network
Integrated public address system

Waiting Area
Quantity: 1(To be located in the School Counseling Suite)
Proposed SF: 100 to 150 SF

Space Design Concept
The waiting area will accommodate seating for 5 to 10 individuals with a combination of individual seating and tables and chair settings. The waiting area will be part of the common space which will include areas for free standing bookcases, file cabinets and a student form cabinet. This space should be shared with the waiting area for the nurse's clinic.

Program Activities
Waiting area and document dissemination.

Loose Furnishings
Shelves
Conference table and chairs

Fixed Equipment
Marker/whiteboard
Tack board & display boards
Fixed cabinets and accessible work surfaces

Finishes
Floor material: VCT or Carpet with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect

Windows: Operable with blinds or shades with natural light preferred

Special Requirements
HVAC systems including Air Conditioning

Technology
Power outlet
Voice, video and data ports
Security per school safety plan
Wireless & Hard-wired Network
Integrated public address system

Counseling/Social Worker/Psychologist Office
Quantity: 7 (To be located in the School Counseling Suite)
Proposed SF: 150 to 175 SF Each

Space Design Concept
The space should be designed to accommodate typical private office equipment and a small conference table for up to four individuals. All office should have exterior windows.

Program Activities
Individual counseling

Loose Furnishings
Shelves
Desks and Chairs
Conference table and chairs
Lateral/vertical file cabinet
Comfortable seating / couch

Fixed Equipment
Marker/whiteboard
Tack board & display boards
Fixed cabinets and accessible work surfaces

Finishes
Floor material: VCT or Carpet with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with natural light preferred

Special Requirements

HVAC systems including Air Conditioning

Technology
Power outlet
Voice, video and data ports
Security per school safety plan
Wireless & Hard-wired Network
Integrated public address system

Counseling Storage/Document storage
Quantity: 1
Proposed SF: 300 to 350 SF

Space Design Concept
There is currently limited storage for the counseling department; items such as supplies and required records are stored throughout the current space with little organization. Storage area must accommodate paper supplies, instructional supplies, testing materials (PSAT, SAT, ACT, Developmental Guidance materials etc.), SIT files, 504 files, withdrawn student files, etc.

Program Activities
Secure, fireproof area for records storage

Loose Furnishings
Work Table
Lateral and vertical file cabinets
Storage shelving

Fixed Equipment
Secure storage cabinet

Finishes
Floor material: VCT with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Standard

Special Requirements
HVAC systems exhaust and cooling if necessary

Technology
Power outlet
Security per school safety plan
Integrated public address system

Student Support Services Conference/Testing Room
Quantity: 1 (To be located in the School Counseling Suite)
Proposed SF: 250 to 300 SF

Space Design Concept
The space should be designed to accommodate a conference table for up to twelve individuals.

Program Activities
Small group instruction and meetings

Loose Furnishings
Shelves
Conference table and chairs

Fixed Equipment
Marker/whiteboard
Tack board & display boards
Fixed cabinets and accessible work surfaces

Finishes
Floor material: VCT or Carpet with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with natural light preferred

Special Requirements
HVAC systems including Air Conditioning

Technology
Power outlet
Media projection system or Interactive Whiteboard
Voice, video and data ports
Security per school safety plan
Wireless & Hard-wired Network
Integrated public address system

Student Career Center
Quantity: 1 (To be located in the School Counseling Suite)
Proposed SF: 450 to 500 SF

Space Design Concept
The space should be designed to accommodate a conference table for up to twelve individuals. Individual college search workstations, informational library and job posting area.

Program Activities
Small group instruction and meetings and career and college preparatory information

Loose Furnishings
Compute Stations
Work tables and chairs
Lateral/vertical file cabinet
Conference / Meeting Area Table & Chairs

Fixed Equipment
Marker/whiteboard
Tack board & display boards
Fixed cabinets and accessible work surfaces

Finishes
Floor material: VCT or Carpet with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with natural light preferred

Special Requirements
HVAC systems including Air Conditioning
Natural and indirect/direct Lighting

Technology
Power outlet
Media projection system or Interactive Whiteboard
Voice, video and data ports
Security per school safety plan
Wireless & Hard-wired Network
Integrated public address system

Teacher Workroom
Quantity: 1
Proposed SF: 300 to 350 SF

Space Design Concept
The workroom should be designed to accommodate the work/planning area, copier, limited equipment and secure media storage.

Program Activities
Teacher planning and preparation area.

Loose Furnishings
Compute Stations
Work tables and chairs
Lateral/vertical file cabinet

Fixed Equipment
Marker/whiteboard
Tack board & display boards
Fixed cabinets and accessible work surfaces

Finishes
Floor material: VCT or Carpet with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with natural light preferred

Special Requirements
HVAC systems including Air Conditioning

Technology
Power outlet
Media projection system or Interactive Whiteboard
Voice, video and data ports
Security per school safety plan
Wireless & Hard-wired Network
Integrated public address system
per the district's technology plan
Integrated public address system

Nurse / Health Clinic
Quantity: 1
Proposed SF: 500 to 1,000 SF

Space Design Concept
The clinic should be located close to the main office and counseling suite so it is easily accessible to all students. The clinic will include a waiting area, semi-private cubicles with a cot for students, a handicapped accessible toilet, storage and an exam room.

Program Activities
Treatment of sick students.

Loose Furnishings
Computer Workstation with chair

Chairs for patients
Cots
Work Tables
Nurse's Desk and Chair
Lateral file cabinet

Fixed Equipment
Acoustical treatment
Tack board & display boards
Book shelves
Tall wardrobe and storage cabinet
Fixed cabinets and accessible work surfaces
Sink in the main clinic space

Finishes
Floor material: VCT or Carpet with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with natural light preferred

Special Requirements
HVAC systems including Air Conditioning
Operable windows

Technology
Power outlet
TV Monitor
Voice, video and data ports
Security per school safety plan
Wireless & Hard-wired Network
Integrated public address system

Nurse / Exam Room
Quantity: 1
Proposed SF: 150 to 200 SF

Space Design Concept
The exam room will be accessed from the clinic and will serve as a private exam room for students/patients.

Program Activities
Treatment of sick students

Loose Furnishings
Compute Stations

Work tables and chairs
Lateral/vertical file cabinet

Fixed Equipment
Marker/whiteboard
Tack board & display boards
Fixed cabinets and accessible work surfaces

Finishes
Floor material: VCT or Carpet with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with natural light preferred

Special Requirements
HVAC systems including Air Conditioning
Operable windows
Handicap bathroom
Sink

Technology
Power outlet
Voice, video and data ports
Security per school safety plan
Wireless & Hard-wired Network
Integrated public address system

Waiting Area
Quantity: 1 (To be located in the Nurses Suite)
Proposed SF: 100 to 150 SF

Space Design Concept
The waiting area will accommodate seating for 5 to 10 individuals with a combination of individual seating and tables and chair settings. The waiting area will be part of the common space which will include areas for free standing bookcases, file cabinets and a student form cabinet. This space should be shared with the waiting area for the counseling suite.

Program Activities
Waiting area and document dissemination.

Loose Furnishings
Side tables with chairs
Individual chairs

Fixed Equipment
Marker/whiteboard
Tack board & display boards
Fixed cabinets and accessible work surfaces

Finishes
Floor material: VCT or Carpet with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with natural light preferred

Special Requirements
Specialty lighting Multi-Level
HVAC systems including Air Conditioning

Technology
Power outlet
Voice, video and data ports
Security per school safety plan
Wireless & Hard-wired Network
Integrated public address system

Nurse Storage/Document storage
Quantity: 1
Proposed SF: 200 to 250 SF

Space Design Concept
There is currently no storage for the nurses; items such as supplies and required records are stored throughout the current small nurse's area. Storage area must accommodate nursing supplies, testing equipment, and required records as prescribed state law.

Program Activities
Secure, fireproof area for records storage

Loose Furnishings
Work Table
Lateral and vertical file cabinets
Storage shelving

Fixed Equipment
Shelves
Secure storage cabinet

Finishes
Floor material: VCT with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Standard

Special Requirements
HVAC systems including Air Conditioning
Secure / Lockable storage cabinets for medicine

Technology
Power outlet
Voice, video and data ports
Security per school safety plan
Wireless & Hard-wired Network
Integrated public address system

Educational Program Specifications – Administration

Program Objectives
The administrative offices will be designed to provide support the efficient operation of the administrative and secretarial staff. The office suite should be able to house the school principal, associate principal, special services director and two support/secretarial staff. The school nurse/clinic and the counseling suite will be located adjacent to the office space. 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 Activities to be accommodated
The administrative facilities will accommodate offices, and other administrative support spaces including the following:

- Offices
- Conference Room
- Work Room
- Teachers' lounge
- General & student record storage
- Secretarial stations
- Waiting Area
- Storage Space
- Handicapped Accessible Toilet

Space Occupancy and Design Criteria
The individual's utilization the space includes the administrators, 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 spaces:

- The main office should control all access from the main entrance to the school.

- Access to technology should be provided through the conference and office areas.
- Digital projection systems should be utilized for visual display in the main conference room.
- Interactive whiteboards should be installed in the main conference room.
- Ceiling height and windows should maximize natural light and accommodate day-lighting.
- Sidelites must be provided adjacent to all doors.
- Cabinets and casework must be provided in all offices and at the secretarial workstations.
- All spaces will be fully accessible.
- Waiting areas should be provided.
- Individualized temperature control for all spaces.
- Communication and video security control to all spaces and egress points.

Proposed Program and Concept Plan
The program developed for the administrative offices focuses on reusing the existing space and meeting program deficiencies by addressing space layout and secure casework for storage. Natural light and environmental issues will be priorities. The administrative offices must be located at the entrance to the school and provide an excellent point of control.

Program Requirements
Separate entrance for visitors and more privacy between the Nurses Suite and the Main Office.

Principal's Office
Quantity: 1
Proposed SF: 175 to 225 SF

Space Design Concept
The office should be designed for easy access and include adequate space for a small conference/meeting area. A coat and storage closet should be provided within the space.

Program Activities
Administrative office and small meeting groups

Loose Furnishings
Shelves
Desks and Chairs
Conference table and chairs
Lateral/vertical file cabinet

Fixed Equipment
Marker/whiteboard
Tack board & display boards
Fixed cabinets and accessible work surfaces

Finishes
Floor material: VCT or Carpet with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile

Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with natural light preferred

Special Requirements
HVAC systems including Air Conditioning

Technology
Power outlet
Voice, video and data ports
Security per school safety plan
Wireless & Hard-wired Network
Integrated public address system

Assistant Principals Office
Quantity: 2
Proposed SF: 150 to 200

Space Design Concept
The office should be designed to include adequate space for a small conference/meeting area. A coat and storage closet should be provided within the space.

Program Activities
Administrative office and small meeting groups

Loose Furnishings
Shelves
Desks and Chairs
Conference table and chairs
Lateral/vertical file cabinet

Fixed Equipment
Marker/whiteboard
Tack board & display boards
Fixed cabinets and accessible work surfaces

Finishes
Floor material: VCT or Carpet with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with natural light preferred

Special Requirements

HVAC systems including Air Conditioning

Technology
Power outlet
Voice, video and data ports
Security per school safety plan
Wireless & Hard-wired Network
Integrated public address system

Special Services Office
Quantity: 1
Proposed SF: 175 to 225 SF

Space Design Concept
The office should be designed to include adequate space for a small conference/meeting area. A coat and storage closet should be provided within the space

Program Activities
Administrative office and small meeting groups

Loose Furnishings
Shelves
Desks and Chairs
Conference table and chairs
Lateral/vertical file cabinet

Fixed Equipment
Marker/whiteboard
Tack board & display boards
Fixed cabinets and accessible work surfaces

Finishes
Floor material: VCT or Carpet with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with natural light preferred

Special Requirements
HVAC systems including Air Conditioning

Technology
Power outlet
Voice, video and data ports
Security per school safety plan

Wireless & Hard-wired Network
Integrated public address system

In School Suspension
Quantity: 1
Proposed SF: 150 to 250 SF

Space Design Concept
The In-School Suspension space should be designed to accommodate 5 to 6 students, in a small classroom environment with minimal privileges individual work area and a work/planning area.

Program Activities
Small group instruction

Loose Furnishings
Shelves
Desks and Chairs
Conference table and chairs
Lateral/vertical file cabinet
Mobile Computer Stations

Fixed Equipment
Marker/whiteboard
Tack board & display boards
Fixed cabinets and accessible work surfaces

Finishes
Floor material: VCT or Carpet with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with natural light preferred

Special Requirements
HVAC systems including Air Conditioning

Technology
Power outlet
Voice, video and data ports
Security per school safety plan
Wireless & Hard-wired Network
Integrated public address system

Main Office/Principals' Conference Room Quantity: 1

Proposed SF: 200 to 400 SF

Space Design Concept
The conference rooms should seat 10 to 16 individuals in a comfortable setting. 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 for small groups with chairs 14 to 16 in the large conference room.

Fixed Equipment
Marker/whiteboard
Tack board & display boards
Fixed cabinets and accessible work surfaces

Finishes
Floor material: VCT or Carpet with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with natural light preferred

Special Requirements
HVAC systems including Air Conditioning

Technology
Power outlet
Projector / Display System
Voice, video and data ports
Security per school safety plan
Wireless & Hard-wired Network
Integrated public address system

Main Office Waiting Area
Quantity: 2
Proposed SF: 100 to 300 SF Each

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. There will be a much smaller waiting area inside the Main Office Suite that is isolated and private. This should accommodate up to 4 people.

Program Activities
Waiting area for students and visitors

Loose Furnishings
Comfortable seating
Small tables

Fixed Equipment
Marker/whiteboard
Tack board & display boards
Fixed cabinets and accessible work surfaces

Finishes
Floor material: VCT or Carpet with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with natural light preferred

Special Requirements
HVAC systems including Air Conditioning

Technology
Power outlet
Voice, video and data ports
Security per school safety plan
Wireless & Hard-wired Network
Integrated public address system

Secretarial Area
Quantity: 1
Proposed SF: 500 to 600 SF (Room for two secretaries)

Space Design Concept
The secretarial 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 of records and supplies. There should be a counter the designate the waiting area from the secretarial area.

Program Activities
Support administrative staff and school operations.

Loose Furnishings
Computer Workstations with chair

Work Tables
Desk and Chair
Lateral file cabinet
Visitor Chair

Fixed Equipment
Marker/whiteboard
Tack board & display boards
Fixed cabinets and accessible work surfaces

Finishes
Floor material: VCT or Carpet with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with natural light preferred

Special Requirements
HVAC systems including Air Conditioning

Technology
Power outlet
Voice, video and data ports
Security per school safety plan
Wireless & Hard-wired Network
Integrated public address system

Main Office General Storage
Quantity: 1
Proposed SF: 100 to 250 SF

Space Design Concept
Storage of main office supplies in a secure fire rated room

Program Activities
Student record storage

Loose Furnishings
Lateral and or vertical file cabinet

Fixed Equipment
Shelves
Secure storage cabinet

Finishes
Floor material: VCT with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Standard

Special Requirements
HVAC systems exhaust and cooling if necessary

Technology
Power outlet
Security per school safety plan
Integrated public address system

Main Office Records Storage
Quantity: 1
Proposed SF: 250 to 350 SF

Space Design Concept
Storage of records and in a secure fire rated room

Program Activities
Student record storage

Loose Furnishings
Lateral and or vertical file cabinet

Fixed Equipment
Shelves to accommodate 600+ books
Secure storage cabinet

Finishes
Floor material: VCT with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Standard

Special Requirements
HVAC systems including Air Conditioning
Sink and counter space
Fire Rated Space

Technology

Power outlet
Security per school safety plan
Integrated public address system

Teachers' Lounge
Quantity: 1
Proposed SF: 300 to 400 SF

Space Design Concept
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. There are currently two lounges, if the space is centrally located only one would be required.

Program Activities
Teachers' Lounge.

Loose Furnishings
Computer Workstation with chair
Circular table for small groups with chairs
Comfortable Chairs
Microwave, Refrigerator, sink

Fixed Equipment
Marker/whiteboard
Tack board & display boards
Fixed cabinets and accessible work surfaces

Finishes
Floor material: VCT or Carpet with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Multi level direct/indirect
Windows: Operable with blinds or shades with natural light preferred

Special Requirements
HVAC systems including Air Conditioning
Kitchenette

Technology
Power outlet
Voice, video and data ports
Security per school safety plan

Wireless & Hard-wired Network
Integrated public address system

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. As identified in the existing conditions report the existing heating system is electric, ventilation which is non-code compliant is provided by unit ventilators that generated significant noise in the educational instruction spaces, and there are limited split system and window cooling units for A/C in the offices. The structure and floor to floor clearance does not support a fully ducted package system. The new facility for New Fairfield High School 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. An example on the New Fairfield High School project includes the separation of proposed student backstage areas from the music rehearsal rooms. Since one area would be open after hours for the community and the secure, 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 New Fairfield High school 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 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. At New Fairfield High School, a wireless network will enable students to access the internet from anywhere in the high 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. The phasing of the addition will also require the continued accommodation of new technologies as they become more available, affordable and accessible for students, staff and administrators. Access to areas of technology concentration for afterhours use by students and community is also a consideration for the design team. Informal spaces such as commons areas 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

Program Objectives
The physical plant and building systems infrastructure at New Fairfield must meet the latest building, Fire and Life Safety codes adopted by the State of Connecticut. In addition the renovated NFHS 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 should be introduced, as part of the program started by the town for energy efficiency and sustainable solutions, with the goal of making New Fairfield High School an example of environmental stewardship.

Program Activities to be accommodated
The facilities management department will be responsible for the maintenance of New Fairfield High School will address the building systems and spaces identified below:

- Boiler Room
- Emergency Generator (currently none)
- 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
  - Co-Generation
  - Solar/ Photovoltaic
  - Geothermal
- 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

Proposed Program and Concept Plan
The program developed for the Building maintenance and support facilities is based on meeting the latest codes and the space requirements of the energy systems that will be designed for New Fairfield High School. Addressing ADA/OCR and Title IX; and resolving the natural light environmental issues will be programming priorities. The proposed plan will effectively deal with the storage issues.

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

Facilities / Maintenance Offices & Workroom
Quantity: 1
Proposed SF: 200 to 400 SF

Space Design Concept
The maintenance 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 shower facilities and be adjacent to the team rooms

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

Acoustical treatment
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
Ceiling material:	Acoustical ceiling
Hardware:	ADA compliant
Lighting	Standard
Windows	Maximize natural light
Fire extinguisher & suppression	Per code

Special Requirements
Specialty lighting
Deep sinks, eyewash and body shower
HVAC systems including Air Conditioning
Natural and indirect/direct Lighting

Technology
Power outlet - floor and walls
Voice, video and data ports
Security
Technology equipment
Wireless & Hard wired Network
Integrated public address system

Maintenance/Custodial Locker Rooms
Quantity: 1
Proposed SF: 200 to 250 SF

Space Design Concept
The maintenance locker room will function as a changing area for custodial/maintenance staff and include toilets and shower facilities.

Program Activities
Changing space for the custodians. This space should be connected to the office/workroom space

Loose Furnishings
Lockers

Acoustical treatment

Finishes

Floor material:	Polished Concrete
Base material:	Tile
Wall material:	Block / Sheetrock
Ceiling material:	Water resistant ceiling
Hardware:	ADA compliant
Lighting	Standard
Windows	
Fire extinguisher & suppression	

Special Requirements
HVAC systems including Air Conditioning

Technology
Power outlet - walls
Security
Technology equipment
Wireless & Hard wired Network
Integrated public address system

Storage
Quantity: 5
Proposed SF: 150 to 750 SF Each

Space Design Concept
Storage rooms shall be provided throughout the school. The larger storage areas should be located near the custodial work room and the boiler room(s). 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.

Program Activities
Storage of maintenance related supplies and equipment.

Loose Furnishings
Industrial Shelves
Chemical Storage Cabinets

Fixed Equipment
Shelves to accommodate 600+ books
Secure storage cabinet

Finishes
Floor material: VCT with Rubber Base

Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Standard

Special Requirements
HVAC systems exhaust and cooling if necessary

Technology
Power outlet
Security per school safety plan
Integrated public address system

Electrical Rooms
Quantity: 2 (one in each building)
Proposed SF: 500 to 750 SF

Space Design Concept
The electrical room will house the electrical switchgear, distribution panels and other designated equipment for the operation of the school.

Program Activities
Electrical room for boiler plant operation.

Loose Furnishings
Safety equipment
First Aid Kit

Fixed Equipment
Acoustical treatment
Tack board & display boards

Finishes
Floor material: Concrete
Base material: Rubber
Wall material: Block / Sheetrock
Ceiling material: None
Hardware: ADA compliant
Lighting: Utility Standard
Windows: No
Fire extinguisher & suppression

Special Requirements
Ventilation of equipment per code

Technology

Power outlet - floor and walls
Voice and data ports
Security
Technology equipment
Wireless & Hard wired Network
Integrated public address system

Loading Dock and Receiving
Quantity: 1
Proposed SF: 300 to 350 SF

Space Design Concept
Centralized delivery for food service and supply deliveries/share loading dock space; should be near the maintenance workroom, storage areas and food service areas.

Program Activities
Staging area for all deliveries

Loose Furnishings
Hand Dolly

Fixed Equipment
Shelves Secure storage cabinet

Finishes
Floor material: VCT with Rubber Base
Wall material: Block and /or Sheetrock with paint finish
Ceiling material: Acoustical Tile
Hardware: ADA compliant
Lighting: Standard

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

Technology
Power outlet
Security per school safety plan
Integrated public address system

Sprinkler Room
Quantity: 1 (entire facility should be sprinkled)

Proposed SF: 250 to 300 SF

Space Design Concept
Sprinkler room for the fire suppression system

Program Activities
Mechanical equipment space

Loose Furnishings
none

Fixed Equipment
Tack board & display boards)

Finishes

Floor material:	Concrete
Base material:	None
Wall material:	Block / Sheetrock
Ceiling material:	None
Hardware:	ADA compliant
Lighting	Utility Standard
Windows	No

Fire extinguisher & suppression

Special Requirements
Ventilation of equipment per code
Area drain in dock recess area

Technology
Power outlet
Security per school safety plan
Integrated public address system

Toilets and Janitors Closets
Quantity: 6 Pairs
Proposed SF: 100 to 150 SF – 4 Pairs
Proposed SF: 400 to 650 SF – 2 Pairs

Space Design Concept
The toilets should be located in pairs with a men's and women's (boys and girls) toilet on each area of the school. Additional toilets will be located in proximity to the assembly spaces such as the auditorium and gymnasiums etc. All toilets will be accessible with a HC stall. Faculty bathrooms should be located near the faculty work rooms, lounge(s) and throughout appropriate areas of the building.

Program Activities

Rest room for all occupants

Loose Furnishings
Toilet accessories such as soap, toilet paper etc.

Fixed Equipment
Acoustical treatment
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		
Fire extinguisher & suppression	Per code		

Special Requirements
HVAC systems including Air Conditioning
Sensor activated
Floor drains
Changing tables in specific toilets

Technology
Power outlet - walls
Voice and data ports
Security
Wireless & Hard wired Network
Integrated public address system

Section VIII: Interior Building Environment

The new facility for New Fairfield High School will address the following interior building systems:

Acoustics

The new high school 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 high school 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 facility 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 high school sewerage system will be designed to allow the sanitary system in the building to discharges to an existing on-site DEEP septic system. New acid waste systems for the science labs, and a new storm system will be provided. Domestic water is provided to the existing High School and adjoining Middle School by an on-site well system. The well system consists of three drilled wells and bladder type well tanks located in a small pump house at the rear of the building. Two of the three well pumps are dedicated to supplying domestic water, while the other supplies both domestic water and irrigation water to the fields. Domestic water from the wells is stored in a 20,000-gallon underground tank located in the front of the building. Water from the tank is treated by a chlorination system before being supplied to the building by a constant pressure variable speed pumping 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

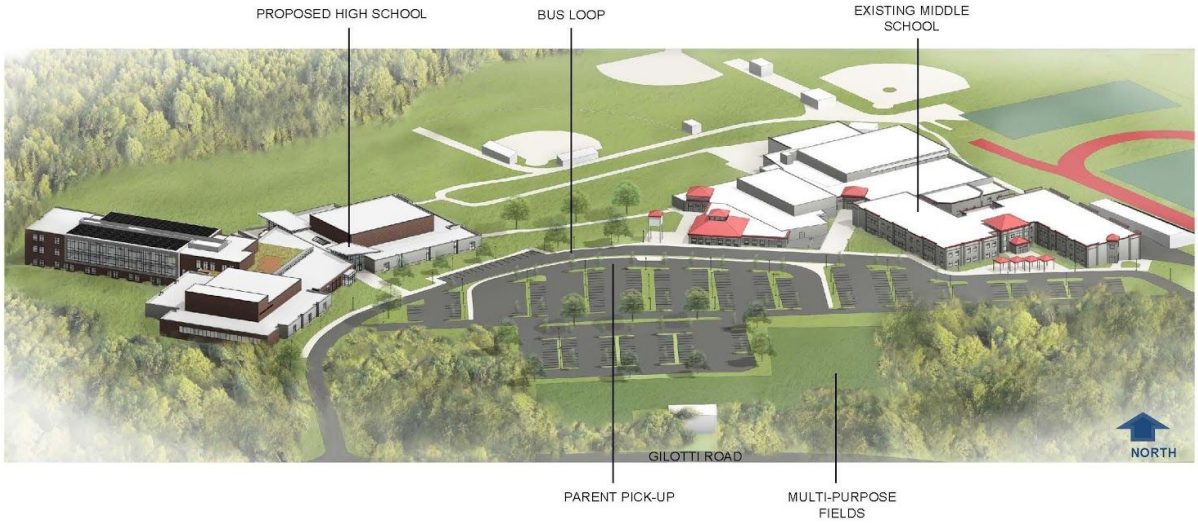
The new high school will be designed with doors and windows that criteria for energy efficiency as well as school safety and security. Energy efficient, thermally broken systems will be installed with bullet resistant level 5 glass at all secure vestibules. Laminate glass will be considered at all windows 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

New Fairfield High School is a four-year comprehensive high school that was built in 1972 on a 145.5 Acre site off Gillotti Road in New Fairfield Connecticut. The building sits on a sloping site and has been designed with three levels of educational program space nestled into the slope.

The site design for New Fairfield High School will focus on site utilities, site lighting, parking, traffic flow and limited physical education all-purpose fields. As the building is being located on the existing site the existing athletic competition fields and most of the practice fields will not be impacted.



PROPOSED SITE PLAN

Parking

The site design for New Fairfield High School 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 New Fairfield High School 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 student parking zones for minimal interaction with parent and bus traffic. Loading zones will be provided. Traffic flow will support the middle school and high school in sharing a start time.

Bus Access

New Fairfield High School site design includes a separate bus loop for complete separation of bus and parent traffic. Bus drop offs will enable student access to both New Fairfield High School and New Fairfield Middle School.

Sidewalks
The new site design for New Fairfield High School will include accessible sidewalks in the parking lots and bituminous paths to the athletic fields and existing bleachers.

Landscaping
The landscaping design concept at the New Fairfield High School will be based on the requirements of the planning and zoning requirements with a maximized use of indigenous plant materials.

Recreational Use
New Fairfield High School is a true community facility typical to most 21st century learning centers. The athletic field are utilized primarily by the school for physical education and school athletic events. The fields are also used after hours and weekends by the parks and recreation department for town wide recreational teams. In all cases the school use has priority over any other groups or organization.

Playgrounds
New Fairfield High School has existing athletic fields and practice fields. The new school project will displace two multipurpose fields which will be rebuilt on the school site adjacent to existing parking.

Outdoor Athletic Facilities
The new High School is being built on the existing site where two all-purpose practice fields are located. The two field will be relocated to an open area of the existing site adjacent site. No new outdoor or support structures will be part of the project.

Instructional Use of the Site
New Fairfield High School will be constructed on an existing 145.5 Acre site that will result in a district wide campus setting. There are wetlands identified on the site and the since department incorporates analysis of plant and animal life into its curriculum.

Equipment
No athletic equipment is being purchased under this project.

Ecological Requirements
New Fairfield High School will be constructed on an existing 145.5 Acre 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 New Fairfield High School facility was constructed in 1972 with limited program space renovations in the past decade. The facility houses grades 9 thru 12 in a three-story structure that is connected to the middle school. The existing building is a steel and concrete structure with tilt up panels for the exterior with very little insulation in the walls and there is no sprinkler system. The roof is old and is in 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. Furthermore, a forensic report on the original construction indicates that renovations and/or reconfiguration of the building will require significant structural modifications. There are numerous code and ADA violations that must be addressed, and the Civil Rights Compliance office has cited the school for accessibility violations. Based on hazmat testing there is asbestos and assumed PCB's present in the building that must be abated. See existing conditions survey for further details.

The recent NEASC report has placed the school on warning based on the inability of the facilities to support the educational programs. The Board of Education has developed educational specification for the high school program and the design team has reviewed reconfiguring the existing 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 parking, and vehicular traffic circulation is a significant concern. The existing building is extremely inefficient and oversized for the decreasing enrollment. A new facility will result in a right sized structure that is capable of supporting 21st Century teaching and learning.

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.

Section XI: Community Uses

New Fairfield High School is a true community facility typical to most 21st century learning centers. As one evaluates the use of the public zone of the building although education is the primary use, community events in the gymnasium, commons, athletic field and auditorium are extensive. The new facility will be designed to accommodate educational and during the school hours. There will be no non-student activities during the school day. However, it is imperative that the planning and development of the New Fairfield High School project to take into consideration how the community will use the facility after school hours.

Planning concepts for after hour community use should include, but not be limited to, the following:

- The new gymnasium and auditorium spaces must facilitate the movement from the parking areas during educational and community events, providing direct access from the parking areas.
- A large gathering area must serve as pre-function space for users prior to and exiting a sports or theater event.
- The theater and support functions must be available for community groups without compromising the security of the overall facility.