

**EDUCATIONAL SPECIFICATIONS  
FOR STRATFORD HIGH SCHOOL  
STRATFORD PUBLIC SCHOOLS**

Stratford Board of Education

Stratford High School  
Educational Specifications  
May 19, 2011

The following administrators and district staff were instrumental in obtaining and providing information regarding the existing high school and these educational specifications:

**Stratford High School Office Administration**

Margaret Lasek	Principal
Joseph Crapanzano	Assistant Principal
William Pancak	Assistant Principal/Social Studies Department Head
Charles Senft	Assistant Principal

**Stratford High School Department Administration**

Michael Hults	Department Head- Mathematics
Donald Mascola	Department Head- Science
Jill Veteri	Department Head- English

**District Administration**

Ed Molloy	Director- Technology
Michael Camporale	Coordinator- World Languages/ESOL
Diane Christiano	Coordinator- Career and Technology Education
Johanna Davis	Coordinator- Special Education
Maureen DiDomenico	Coordinator- Fine Arts/Physical Education/Health
Barbara Pitcher	Coordinator- Continuing Education
Martha Press	Coordinator- Secondary Curriculum
Jenifer Smolnik	Coordinator- Instructional Technology/Media Services

# **EDUCATIONAL SPECIFICATIONS FOR STRATFORD HIGH SCHOOL STRATFORD PUBLIC SCHOOLS**

## **Introduction**

Educational specifications serve as a guide that provides direction for a potential building project. It assists the architect and other interested individuals in understanding the specific facility needs. This report can assist the design architect as the facility design and scope are further developed.

This draft educational specification is the work of Margaret M. Lasek, Principal Stratford High School. This draft has been reviewed and edited by the school administration and district administrators, and is awaiting approval by the Board of Education.

The recommendation to renovate the existing high school came after research into the existing and future programmatic needs of the high school along with a physical assessment of the existing building. Included in this document are the educational specifications for such a project.

## **Overview**

Stratford High School is one of two high schools in the district of Stratford. Originally constructed in the 1930's with subsequent additions, it is a two-story facility of approximately 184,766 square feet. It currently serves 950 students grades 9-12.

Earlier HVAC and Energy reports were prepared by the BL Companies, and by Consulting Engineering Services. These reports were reviewed by Tai Soo Kim Partners (TSKP) and by BVH Integrated Services and Engineers (BVH). After a thorough facility review, TSKP and BVH identified a number of additional issues that were revealed due to age and configurations of the facility. Air quality issues were seen as a major deficiency.

## **Philosophy**

Stratford Public Schools embarked on a strategic planning process commencing during the summer of 2009. The vision for the strategic plan was to create a community plan for education that was based on the voices of the community. To that end a Strategic Planning Steering Committee was formed. Strategic Planning facilitators were secured. A planning process that aligned with the Stratford context was created.

The Strategic Planning Steering Committee began working in July 2009. The diverse committee was comprised of 22 community, school, and business members. The facilitators for the process were contracted from LEARN- the education service center of southeastern Connecticut. The facilitators had a vast background in strategic planning, systems design, long range planning, and collaborative decision-making. The planning process for Stratford's Community Plan for Education included the following:

- Steering Committee meetings
- Five community focus groups
- One community conversation
- Community wide survey

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The Steering Committee responsibilities included reviewing district documents identifying needs and desired outcomes, and using data and community input to finalize the map to achieving the desired outcomes. The committee worked through out the summer and beginning of the school year with a goal of presenting this plan to the Board of Education in November 2009 for their review and decision regarding approval/acceptance of the plan.

There were three Board of Education members on the steering committee and the Board of Education was updated on the planning throughout the process. Furthermore, members of the Board of Education participated in the focus groups.

This community plan for education is meant to be a guiding document- a document that guides decision-making, guides priorities, guides educational discussions, and guides teaching and learning. This document was shared across the community and will be updated as the context for Stratford and Education changes throughout the next five years. **(From The Executive Summary “Stratford Public Schools Five Year Community Plan for Education”)**

This process redefined the district mission statement for 2009-2014.

### **District Mission:**

The mission of the Stratford Public Schools is to develop a community of learners in which all students acquire the knowledge, skills and confidence to meet the challenges of a changing and increasingly diverse 21st century society.

In January 2010, Stratford and Bunnell High School administration and faculty members formulated a joint NEASC Steering Committee. This joint initiative led to the review, revision, and alignment of the school mission and core beliefs consistent with the District Mission, the Five Year Community Plan for Education, the District Strategic Improvement Plan, the District Technology Plan and the Stratford High School and Bunnell High School Improvement Plans. Still in draft form pending BOE approval, The Stratford High School/Bunnell High School Draft Mission Statement reflects these same philosophies and drives the educational specifications in this document.

### **Stratford High School/Bunnell High School Joint Mission Statement:**

Students will acquire content knowledge, strengthen higher-order thinking, and develop character in order to address 21<sup>st</sup> century challenges.

### **Stratford High School/Bunnell High School Joint Beliefs:**

We believe teachers must work collaboratively in support of student learning and to model collaboration as a social skill with students. We believe that a rigorous curriculum for all students, and acceptance of diversity and a culture that actively welcomes all learners will contribute to a more knowledgeable community and society. We believe that students must have an understanding of the world beyond our community, state and country in order to participate effectively in a global society. We believe in the value of a strong education as a means of preparing students for work and life in the remainder of the 21<sup>st</sup> century.

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**Stratford High School/Bunnell High School Joint Expectations:**

All students will...

1. Show knowledge and competence in all four core academic subjects, including the ability to clearly and effectively communicate content information in multiple formats, and should be knowledgeable in other fields based on their interests and abilities.
2. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
3. Work independently and collaboratively to solve problems and accomplish goals.
4. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
5. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
6. Effectively apply the analysis, synthesis, and evaluative processes that enable productive problem solving.
7. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

**General**

Obviously, buildings are not the driving force for improved learning or the accomplishment of our educational goals. The staff that works in the high school in both professional and support positions makes the majority of the difference. Nevertheless, the facility does have an impact on learning in a variety of ways and the research clearly supports that position.

In planning for future utilization, school buildings must support significantly enhanced learning options for students. For example, "Career Pathways" that focus on individual career interests and programs such as the International Baccalaureate Program (IBB), Foreign Exchange Programs, Advanced Placement Courses, and Early College Experience are gaining momentum throughout the State of Connecticut and the United States.

Virtual classrooms and field trips, on-line coursework, real time video conferencing, staff professional development, and "Career Pathways" should be included in planning a renovation project. Additionally, school facilities should provide opportunities for shared programs and teachers between the two high schools using technologies currently available and new technologies that will increase learning opportunities in the future.

The global marketplace is upon us and students need to be prepared to compete in a global arena. The school facility needs to provide the flexibility necessary to support a variety of options within the school that will help prepare our students for the world they will enter equipped with 21<sup>st</sup> Century Skills.

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**Site** - The site should separate circulation for the bus and automobile traffic. Pedestrian traffic should not cross the bus drop-off /loading zone. Parking should accommodate faculty, staff, and a reasonable number of visitors and a portion of the student enrollment. Assembly type parking (evening events, voting, recreation, etc.) should be created with pervious paving in areas designated as overflow parking. Landscaping, lawns and plantings should be low maintenance and should not require special irrigation. Consideration should be given to snow removal activities when designing landscape elements and site plantings. Site lighting should be adequate for security and safety. Accessible entrances/routes should be in accordance with applicable regulations.

**Windows/Lighting** - Operable windows with insect screens should be included in all instructional spaces for visual relief and natural ventilation. Glazing should have reflective coatings to control solar heat gain. Interior shading devices (blinds and roller shades) should be used for room darkening. Occupied spaces should, wherever possible, include natural day lighting with shading devices, augmented by artificial ambient and task lighting with occupancy sensors and dimming controls. Lighting should be sufficient for all the various activities in all areas of the room, avoid any glare from any source.

**Building Systems** - An environment that supports learning by ensuring indoor air quality, adequate ventilation and thermal comfort, providing natural daylight in academic areas, ensuring low levels of background noise in classrooms, providing aesthetic quality for the building spaces and site is essential.

The renovation should provide a high performance HVAC system, with local controls where appropriate and an Energy Management System (EMS), for all occupied spaces for thermal comfort and good indoor air quality. The entire building should be air-conditioned and meet applicable energy codes. The building should be fully sprinklered and include a fully addressable fire detection/alarm system with audio-visual devices and voice evacuation.

**Finishes** - All finish materials should be selected for high durability, ease of maintenance, and economy. Paint and materials color schemes should reflect subtle hues and bright colors for accent. Varied shapes, spaces and volumes should be utilized to create visual interest and variety to provide a sense of pride and identity in the Stratford High School tradition.

**Community Access/Use** - Adequate capacity to accommodate the existing and projected student population (falling within the state guidelines for educational programs) as well as supplementary, school, and community programs should be considered in this renovation project. Meeting spaces, athletic facilities, food service areas, auditorium, band room, and the Media Center to name a few, should all be accessible to the community at large during non-school hours without opening up the entire building.

**Communications** - All classrooms, labs, special education, art, music, and faculty workrooms, gymnasium, media center, cafeteria and administrative offices should include telephone handsets with access to outside lines as well as intercom and 911 capability and identification.

**Technology** - All classrooms, labs, media center, special education, art, music, and faculty workrooms and administrative offices should include data, voice, and video connections for students and/or faculty. All classrooms should be outfitted with ceiling mounted projectors interfaced with electronic display boards, teacher's workstations, and projection screens. TV

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monitors should be included in select spaces such as the media center, cafeteria, main lobby, main corridor intersections, and administrative area. Flexibility in anticipation of future technology and program space needs is essential.  
(Refer to District Technology Plan for additional information).

**Security** – The layout of the building should be arranged with security in mind. Concealed areas and spaces should be avoided. Sight line views open both inside and outside the building are essential. The main office should be located near the main entrance with views to approaching vehicles and pedestrians. Entrances should be designed to prevent unauthorized entrance to the building. All building entry doors should include centrally controlled, keyless access devices. All classrooms should be equipped with locking desks and cabinets for security. Video surveillance should be included on the main entrance and doors, delivery and service entrances, cafeteria area, and main corridors. Motion control devices should be included in corridors and intrusion control devices on grade level windows.

**Accessibility** – The facility should be accessible to handicapped persons in accordance with all applicable regulations. Spaces should meet Federal and State codes governing the safety/welfare of occupants and provide accessibility for those with special physical needs. Every internal and external space on the high school property that is utilized by students or staff must be handicapped accessible. This should include handicapped stations in laboratories and other specialized areas.

### **Instructional Spaces**

Consistent with the district and school mission and belief statements, instructional space consideration in this project for the Stratford High School renovation should include:

**Classrooms** – Classrooms function as the primary teaching/learning spaces. Generally, teachers are assigned rooms, depending on the particular disciplines, although some classrooms will be shared spaces. Classrooms should be standardized for maximum flexibility in scheduling, room assignments, and adequate secured storage and shelving for materials inclusive of student work display areas, classroom libraries, and teacher workstations. Departments should have their classrooms arranged in cohesive groups and/or clusters rather than dispersed throughout the facility to encourage teacher collaboration and resource sharing. Clusters should include English with Social Studies classrooms, IT with Math and Science classrooms, Health with Physical Education areas and individual “Career Pathways” in close proximity to core course classrooms. The Library Media Center should serve as the focal point of the building with various, flexible seating designs.

The building, through the classroom configuration, should allow for the clustering of programs and services that lend themselves to interdisciplinary activities and sharing of facilities. Through its design, the classroom design should encourage interdisciplinary activities that will strengthen the instructional program and provide opportunities for students to think across disciplines and to intellectually link and utilize knowledge while retaining the depth of knowledge and understanding required to master the content of each discipline. To the extent possible, some classrooms should be linked by a movable partition especially in the English/Social Studies cluster.

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Classroom floor area needs should reflect a specified number of student computer stations with internet access and an additional data connection for the teacher workstation. The room technology should include accommodations for ceiling mounted projector system, electronic display boards and access to audio/video connections and/or wireless connectivity capability. Classrooms should also have interactive whiteboards, dry-erase whiteboards with map rails and tack boards. Adequate electrical power, deliberately located for usability, is necessary for the convenience and safety of teachers, students and maintenance personnel. Views to the exterior are important for visual relief and orientation; windows should be operable for natural ventilation when desired by the users. Shading devices should be included for the windows for sun control and room darkening when necessary. Proper room acoustics are needed to allow for balanced speech intelligibility across the room. Accommodations for sound field systems should be included in each classroom if needed for specific circumstances. Classrooms are to include telephone with access to outside lines, an intercom system, and a public address system. Classrooms should have clear and safe passage to an emergency exit without excessive travel to an exit. Finishes in room should be durable and easy to maintain and resistant to mold growth. (Refer to the District Technology Plan for additional information).

**Departmental Offices** – The department offices and areas should provide opportunities for positive student/staff interactions. In a professional learning community environment, the interactions between staff and students outside of the classroom are crucial to the growth of a high-level learning environment. The research is clear that by teachers working together in collaborative teams examining essential content outcomes, administering and analyzing common formative assessments and providing appropriate timely interventions then student achievement will significantly increase. The shared department space should be the gathering space. The facility should be consciously designed to maximize staff/student contact time. Each of the academic departments (English, Math, Science, Social Studies, World Languages, Business/Technology Education, and PE/Health/Music/Art) should have a department head office and a departmental workroom for meetings and equipment (copier, computers/printers, etc.) and alternative workspace for teachers without assigned classrooms. Storage space and book closets for department materials, books/shelving, equipment, and professional development information/literature should be included in these individual department areas. The department secretary office should be included in this space.

**Student Leadership Offices**- The student leadership offices should afford opportunities for class and club leaders to collaborate in a specific area within the building to conduct business. The space should provide areas for meetings to accommodate 10-15 students comfortably and engender an identity specific to each individual group. Storage space, shelving, and closets for class/club materials, equipment, and information/literature should be included in these individual office areas.

**Media Center**- The media center is the information heart of the school and used by all students. It should be located near the geographic center of the building with easy access for the users. The media center should be sized to accommodate all of the various activities, which occur. It should be able to seat, at minimum, three classrooms of students in several areas plus additional seating for other simultaneous activities. The area should include circulation for checking in and out of materials located near the room entrance and with an information desk and an area for book return. A general reading, browsing and viewing area in the central area for student and faculty use, including adequate shelving both wall and free standing with clear site lines across the room for supervision by library personnel should be included. The stack area should be separated into

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the circulation collection, reference electronic information, periodicals, A/V software, vertical file and general storage. A display area for physical artifacts should be included. The media center should have large sky lighting/ceiling glass paneling in the center and in larger spaces to try to minimize the utilization of electricity. An instructional classroom located adjacent to or within the Media Center should include facilities for recording, editing, and conferencing and acoustically isolated from adjacent spaces. It should include two small student workrooms for 6-8 students with windows and/or glass dividing walls for supervision from the circulation desk. A librarian's workroom to be used for processing materials and resources and storage of necessary supplies, should be included in the plan. An electronic control area for centralized A/V and informational technology equipment and floor outlets should be included as part of the Media Center. Provisions for an office for the librarian with telephone with outside line and data and internet connections is necessary. A room for storage and maintenance of A/V equipment and computers should include counter space with sink, casework for supply and software storage and adequate floor area for equipment cart storage should be included in the plan. Finishes should be selected with function in mind, materials with high noise reduction values for the general student areas, durable and easily maintained. Good lighting is critical for reading and stack areas. This area should include wireless and flexible access to data ports for computer use by students, faculty and staff. At least two computer labs (these can double up as classrooms) in the media center and a multipurpose room that will serve as a learning lab, conference center, and other meeting space would improve the lack of space in the building. Using accordion walls that move and form dividers between rooms in the media center and or/computer lab will give the opportunity for flexibility in the space. Glass dividing walls between some standing rooms will provide greater visibility and can be darkened with the use of shades. Bathrooms in the media center or right outside the media center should be configured. (Sample configurations are available)

**Visual and Performing Arts (Drawing, fine arts, design, ceramics, sculpture, and photography)** - The visual and performing arts department classrooms should include a separate storage room(s) for materials, supplies and student work storage, flat files or shelves, rolled paper storage, small and large bins, open shelving, etc. There should also be a separate room for kilns with appropriate exhaust/venting. A dark room for film studies with appropriate lighting and shading is needed. The art rooms should include a purge type exhaust system to allow for quick air changes. An exhaust hood to be included for fume producing activities as well as spray booths for painting and glazing should be installed. The main room should include art tables with seating for 4 students each and 4 sinks with clay traps. The rooms should provide maximize natural daylight and views to outside. Floor materials should be water and stain proof. Additional power outlets and circuits for various art equipment, laminators, pug mill, etc. should be designed. Art display area/cases should be located near the art room and in public areas of the building. Lighting wattage should be appropriate for art activities and lamped with proper color temperature approximating natural daylight. The room should be painted with neutral colors to highlight artwork. Power accommodations for specialty lighting should be considered in certain areas of the room. The computer, AV, Multimedia area should be separate from potentially dusty and/or wet areas. The art rooms should be acoustically isolated from quieter academic areas, preferably nearer to the music and gym spaces. High ceilings are preferred. Direct access to exterior is desirable for deliveries and student access. (Sample configurations are available)

**Music** – The Music Program includes choral, orchestra, band, digital music, and recording. Multiple specialized spaces are required for the various disciplines. Spaces should be large enough to accommodate projected class sizes. Risers should be permanent and built-in for both the choral and band rooms. Room finish surfaces should be designed with acoustical

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considerations for proper noise and reverberation characteristics for the specific functions. It should be acoustically isolated from adjacent rooms and areas. The height of the room should be maximized for proper acoustics. The rooms should include whiteboards with staffs, tack boards, additional power data outlets for music equipment such as teacher's laptop computers, keyboards, midi controllers, DVD/CD player, powered monitors, digital recording devices, etc. The area should also include a separate instrument storage room with appropriate instrument storage casework for all school-owned equipment. Practice rooms of varying sizes, either pre-fabricated or built-in acoustically isolated from adjacent spaces are essential. (Sample configurations are available)

**Performing Arts** - The auditorium stage, lighting, sound and backstage areas should be of sufficient quality and size to accommodate an active high school theater and performing arts program. Ample storage and changing rooms should be included when planning this segment of the project.

**Medical Careers**- The Medical Careers Pathway should include a minimum of two classrooms and a clinical laboratory setting. The clinical lab should meet the specifications and guidelines as outlined in state requirements.

**Science**- Science classrooms should include both lab and student classroom space consistent with OSHA specifications/guidelines. Lab tables should subject specific as outlined in OSHA guidelines for Chemistry, Physics, Studies in Science, Biology, Physiology, Forensics, etc. Aisles should be wide enough to accommodate handicapped students and all classrooms equipped with proper vented systems. Physics labs should be able to adjust the electrical current with multiple outlets with A.C./D.C. current access. Adequate storage should be provided throughout both in classroom and in prep areas. Computer access and space for laptops should be available in all labs. A Greenhouse area for outdoor instruction should also be provided with adequate electricity and plumbing. All classrooms should have natural daylight available and windows should be equipped with blinds to adjust the amount of daylight. In all cases, these areas should contain proper safety equipment, sinks, and safety showers with drains that allow for periodic flushing. (Sample configurations are available)

**Technology** – Technology should be mobile and permeate throughout the building. The standard computer lab will disappear. Laptops and hand-held devices will become the norm to transform any classroom into a computer lab. All classrooms should be equipped with technology as described in the typical “classroom” in this report. The building technology should provide opportunities for interactive and virtual learning. This would include the equipment needed to conduct a class or professional development activity in two or more locations that is completely interactive in real time inclusive of the capability for large screen projection within a fully amplified room.

Careful thought should be given to future needs relative to technology. Accommodations for computer-assisted drafting stations, including associated plotters, printers and flat files for student work storage and an area for supply storage should be included. (See District Technology Plan)

**World Language/ESOL** - In addition to the general classroom specifications, a centralized work area specific for one language lab, with digital student and teacher stations should be included in the project. The lab should be included in the World Language/ESOL “cluster” for continuity

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and ease of access. This should include overhead projection for video and data and a TV monitor as well as storage for software, resources and manipulatives is necessary.

**Business** – The business “cluster” should include a computer lab space for accounting and word processing skills utilizing computer based programs, with storage for software, materials and supplies. These classrooms should include computer configurations on the exterior of the room with tables adaptable for group work on the interior. In addition, this cluster should provide space for a financial institution branch consistent with the school initiative/philosophy on financial literacy.

**Technology Education** – Technology education classrooms should include multiple classroom clusters with computers and classroom lecture spaces adaptable to the needs of the instructor in the prescribed courses. This cluster includes Video Production, Transportation Technology, and Project Lead the Way. The Video Production studio should be equipped with adequate equisetic and sound proofing capabilities as well as specific video equipment outlined in the course specifications (See District Coordinator).

**Culinary Arts** – This area should include a lab type space with commercial grade food service equipment and general classroom lecture spaces. The restaurant area should be proximal to the culinary arts classroom/lab and replicate a true restaurant environment with tables, chairs, serving stations, etc.

**Family and Consumer Science** – In addition to the general classroom description, this area should include a lab type space for foods and nutrition, clothing design, and child and family development.

**Physical Education** - Physical education and athletic facilities should support a wide variety of team and individual physical education activities, fitness and interscholastic and intramural activities. The space should accommodate office areas for the Athletic Director and five physical/health instructors. These offices should include the specifications outlined in the general classroom and the Department Head overview for storage and technology needs. In addition, changing and shower facilities for referees should be proximal to these offices.

The gymnasium spaces should have a cushioned wood floor system and adequate clear height for various P.E. activities. Fitness centers should include cardiovascular as well as resistance training. Finishes in the fitness centers should be appropriate to the functions of the rooms. The space and finish surfaces should include acoustic considerations for noise and reverberation reduction. It should have various game inserts and lines with adjustable and retractable basketball goals. It should have direct access for after-hours use, preferably accessible from the main parking area. The outside site should include grass play areas, paved play areas adjacent to the building and play structures all handicap accessible as required by applicable regulations.

### **Support Spaces**

**Main Office Suite** – The main administrative suite is the reception area for all visitors to the school. It should be welcoming yet provide security against any undesired intrusion. This should be accomplished through access control of vestibule doors visible from the main office reception area. This space should include a waiting area for up to 10 people with seating, and a counter top work surface for visitors to fill out registration forms, etc. There should be open display type

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shelving for forms and materials. The main office should include the telecommunication and security master stations, fire alarm control panel, and surveillance camera monitors. There should be clear sight lines to the entrance doors as well as the pedestrian and vehicular approach to the building.

The building should be designed so that supervision and monitoring of common spaces are a natural outgrowth of the juxtaposition of staff and student spaces with clear site lines available. Clear site lines increase the ability of staff to monitor activities throughout the building. Spaces should be provided to display a wide variety of student work and examples of student and staff accomplishments. The facility should provide a number of avenues to celebrate accomplishments and provide a vehicle for communicating about the school. Electronic display boards, trophy cases for academic, athletic and accomplishments in the arts should be designed. Upon entering the school, the message should support the mission and vision of the school. The entrance to the high school should make a significant statement that reinforces the notion of a "sense of place." Upon entering the school this feeling should be reinforced by other areas of the building.

The building administrative, guidance, pupil services, continuing education, and media areas should be easily accessible to all segments of the building and the outside community. Parents and community members should be able to enter the front of the building and easily access these spaces for meetings, lectures or other business without access to the rest of the building. Further, the continuing education office should maintain an inner and an outer office able to accommodate the public for registration, meetings, and conferences. The coordinator's office should have access to an outside wall with a window and adequate interior space to meet with individual staff members. Both spaces should contain desks, equipment and file cabinets similar to the department head office description outlined in this document.

**Principal's Office** – The principal's office should be adjacent and accessed from the main office, and have ready access to the conference room. It should have full telecommunications access and a TV monitor, a coat closet and storage cabinets and book shelving. Proximity to the principal's secretary is necessary.

Assistant Principals offices should be sized to accommodate small group conferences up to four people and equipped with full telecommunications access and a TV monitor, a coat closet and storage cabinets and book shelving. Proximity to the principal's office and office secretaries is necessary.

**Work Room/Storage/Lockers**- Provide for sufficient, well-organized storage throughout the building and at external physical education and athletic facilities. The adequate storage of supplies, materials and equipment should be provided. The spaces should not only provide the appropriate square footage but also the proper shelving, cabinets and security to protect the equipment and supplies relegated to that area. This area should secure lockable records in a storage room accessible from the main office with lockable file storage with a small safe. An office workroom in this area should accommodate various office type equipment, copiers, scanner, fax, printers, laminators, etc. It should also include a counter-top work surface with base and wall cabinets for supply storage. It should have a window to the main office/reception area and be directly accessible from the corridor and the main office.

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Provide student locker space appropriate to current supplies, materials and equipment needs. Locker space should be provided that can provide storage for large backpacks, lab top computers and bulky winter clothing. Lockers and student storage should be easily accessible to students throughout the day.

**Mail** – The mailroom should be accessible from the corridor by faculty and staff without passing through the main office. This area should provide individual mailboxes for each faculty and staff member; located between 3' and 6' above finish floor.

**Time Out Room** – This area should provide a small room for two persons adjacent to main office for disciplinary purposes, which includes a small table and two chairs.

**Conference Room** – This area should include a conference room with a table for up to 24 people. The conference room should include a counter with sink and base and wall cabinets on one wall and coat closet. It should include tack boards and dry-erase boards, a ceiling mounted projector and electronic display board, telephone and data connections, and a TV monitor. There should be open shelving for display of resource materials.

**Nursing Suite** – The school nurse should have an office near, preferably accessible from, the main office. Space should allow for the two workstations. There is to be a treatment room with two sinks, one general use and one clean sink, in a stainless steel counter with lockable base and wall cabinets and an above-counter lockable refrigerator and medical lockup cabinet securely mounted to building structure. There should be a rest room with 4 cots and supervision window to the nurse's office or treatment room. The suite should include a waiting area with at TV monitor and open shelving for resource display, visually and acoustically separate from the treatment room, but within sight of nurse's office. The nurse's suite should have direct egress if possible for emergency ambulance service.

**Guidance** – The counseling area should provide offices for guidance counselors and a secretarial area with two workstations. A resource and work area with computer stations for student use and a separate conference room with tack boards and dry-erase boards, a ceiling mounted projector and electronic display board, telephone and data connections and a TV monitor. There should be open shelving for display of resource materials.

**Pupil Services** – The Pupil Services area should include a dispersed number of variable size rooms for resource classes and office spaces. Office space for the Social Worker, the Speech and Language Clinician, the Psychologist, and the Transition Coordinator should be included in this area of the building with a conference room for up to 16 people for PPT conferencing and a room for teaching life skills for students with more involved disabilities. Offices should be equipped with a departmental workroom for meetings and equipment (copier, computers/printers, etc.) and alternative workspace for teachers. Storage space and book closets for materials, books/shelving, equipment, and professional development information/literature should be included in these individual office areas. The department secretary (Guidance) should be proximal to this space.

**P.T.S.A.** - The Parent Teacher Student Association office should allow for 8-10 individuals with a work area. The work area should be equipped with a computer station, tack boards and dry-erase boards, a ceiling mounted projector and electronic display board, telephone and data connections and a TV monitor. There should be open shelving for display of materials and secured areas for membership materials.

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**Cafeteria/Kitchen** – Kitchens are to be full service facilities with foods prepared and served on-site. The specific kitchen and food service equipment and small wares are to be determined. Cafeteria, kitchen and serving area sized to accommodate a maximum projected enrollment in no more than four lunch waves. Folding round or oval tables with integral seats are preferred. Storage for stacking or folding chairs should be included; the total number should be the maximum allowable occupancy for loose seating per state building code. The cafeteria should have direct access/egress to outside. The floor surface should be vinyl tile or sheet goods, durable and easily cleaned. The wall finish surfaces should be washable. The kitchen walls and ceiling should be washable. The kitchen floor should be quarry tile, epoxy-resin type flooring, or other specialty flooring intended for food service industry. The kitchen should include a small office for the food service director with a telephone and data connections, a toilet room, washer/dryer, a dry storage room and separate janitor closet. There should be direct access from the exterior for supply and food deliveries. A recycling area with a minimum of three collection bins shall be included and easily accessible for recycling pickup. The waste area outside of building should be easily accessed by waste removal trucks and screened from view.

**Faculty Dining** - The faculty dining area should provide a separate faculty dining room with easy access to the cafeteria with kitchen type sink, counter, residential type refrigerator and two microwave ovens. Seating should accommodate approximately 30. The room should include accommodations for faculty/staff meetings and have telephones with access to outside lines and data ports with network and internet access for laptops. The furniture should include soft seating.

**Faculty Lounge**- A separate faculty lounge should be provided. The room should include accommodations for faculty/staff meetings and have telephones with access to outside lines and data ports with network and internet access for laptops. The furniture should include soft seating. Vending machines should be available.

**Rest Rooms** – Rest rooms should be provided at convenient locations and in numbers required for building occupancy. They should have durable low maintenance finishes and accessories. The rest rooms should be appropriately ventilated. Fixtures should be age appropriate and sized accordingly. Separate facilities for faculty and staff should be designed.

**Maintenance and Mechanical Spaces** - The building should be designed to be efficiently operated and maintained. These systems should integrate sustainable features of the facility into the school's educational curriculum to explore the relationship between human ecology, natural ecology and the building. Finishes should include painted walls, ceilings and floors for durability and ease of maintenance. Custodial closets should be equipped with floor sinks and shelving at convenient locations in the building.

Finally, school improvement initiatives that only focus on the schools structure, policies, rules, programs, procedures and facilities will not have a lasting impact on student learning. However, when those changes are deeply rooted in and connect to the school's culture — the mission, values, beliefs, and expectations— then, lasting change will occur. The facility and condition thereof can and should support the learning environment that the school is attempting to create.

State Square Footage Guidelines

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Each year the State of Connecticut adjusts the reimbursement rate for school construction projects based upon available funds and economic need. The rate of reimbursement applied is between 20% and 80% with the rate for the Town of Stratford being approximately 50%. Each year the state reevaluates the needs for all districts and identifies a new rate.

The State of Connecticut uses a formula to determine how large a project a district can build in order to receive full reimbursement at the identified rate, based on the highest projected enrollment for an eight-year period after a district files a grant application for reimbursement.

**Space Requirements**

The following charts contain a listing of the existing and the proposed space needs. The descriptions presented in this section are a result of conversations with staff and administration at Stratford High School.

**EDUCATIONAL SPECIFICATIONS  
FOR STRATFORD HIGH SCHOOL  
STRATFORD PUBLIC SCHOOLS**

Departments		Existing		Description of Specialty Rooms
		Classrooms	Specialty Rooms	
Phys Ed	Large Gym		1	2 Teaching Stations
	Auxiliary Gym		1	
	Fitness Room		0	
Art			2	Art Rooms
Business		3		
English / Language Arts		10		
Consumer Science		1	2	Food Labs
ESOL		1		
Health		2		
Social Studies		7		
Math		10		
Music		1	1	Choral Room
Science		1	8	Science Labs
Technology Education			4	Tech Labs
World Language		5		
Special Ed			2	Resource Rooms
Computer Lab			1	
In-School Suspension		1		
<b>Totals</b>		<b>42</b>	<b>22</b>	<b>64</b>

**EDUCATIONAL SPECIFICATIONS  
FOR STRATFORD HIGH SCHOOL  
STRATFORD PUBLIC SCHOOLS**

Departments		Proposed		Description of Specialty Rooms
		Classrooms	Specialty Rooms	
Phys Ed	Large Gym		1	2 Teaching Stations
	Auxiliary Gym		1	
	Fitness Room		1	
Art			2	Art Rooms
Business		4		
English / Language Arts		11		
Consumer Science		1	2	Food Labs
ESOL		1		
Health		2		
Social Studies		7		
Math		10		
Music		1	1	Choral Room
Science		6	6	Science Labs
Technology Education			4	Tech Labs
World Language		5		
Special Ed			2	Resource Rooms
Computer Lab			1	
In-School Suspension		1		
<b>Totals</b>		<b>49</b>	<b>21</b>	<b>70</b>

**EDUCATIONAL SPECIFICATIONS  
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STRATFORD PUBLIC SCHOOLS**

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### **Physical Education**

The following items are needed to bring the SHS gym facility into the 21<sup>st</sup> century.

- Internet drops in each teaching space: each half of the main gym and the auxiliary gym.
- Electrical backboards on the boy's side of the gym; currently have to stand on top of the bleachers and crank the baskets up. (they already exist on girl's side of the gym).
- Larger P.E. office for female teachers. (Eliminate shower area, break down wall in between showers and current office to create a larger space.) Add an interior window that looks out upon the girl's locker room. Add exterior window for ventilation. Computer and phone drops in office.
- New windows in the gym with motorized system for opening and closing. Currently, the windows near the boys' locker room leak even when the windows are closed.
- New basketball hoops and backboards on sides of the main gym
- Two more basketball hoops on the sides of the auxiliary gym
- Ceiling repair in main gym; many tiles are cracked and several tiles near the girls locker room become saturated when it rains
- New bleachers
- Fix water fountains; one near boys locker room squirts out water. A repair order was placed in June of 2009 but it has not been repaired yet. The other fountain has very little pressure.
- New rock climbing wall in auxiliary gym with newer grips and pegs. Current wall is missing pegs, cannot be used.
- New ventilation system. The heating in the entire gym needs better regulation. During the winter months, the girls locker room will get terribly hot while the main gym and the boy's locker room remains cool.
- Add lines to the gym floor: Main gym needs badminton lines (they currently exist in auxiliary gym)
- Boys' locker room: New lighting, paint, new bathrooms
- Girls' locker room: New lockers, paint, new bathrooms and radiator covers.
- Turf field
- Indoor weight facility

### **Health**

- Two health classrooms that are adjacent to one another.
- Cabinets for supplies and texts
- Projector system
- White boards

## **Music**

### **Theatre/Auditorium (Bigger if possible) (to accommodate):**

- Air conditioned/climate controlled
- Storage rooms for all painting, wood, supplies
- Large storage room for all set pieces
- New Grand current Updated to current theatre/auditorium to today's technology and acoustical standards
- Replace lighting system with up-to-date stage lighting technology
- Replace the sound system with a permanent, improved system that has controls by the light box
- Replace/grand piano in auditorium, use current one in new choir room
- Paint all stage walls black. Lay a new, plywood floor, painted black, so we can produce shows that incorporate tap dancing (current flooring is hardwood, and too slippery/dangerous for tap numbers)
- Take down the cage around the old lighting system – wasting space, unnecessary as it is never locked.

### **Band Room and Music Computer Room**

- Air conditioned/climate controlled band room separate from choir room
- Shelving/display cases in both the band and choir room for awards, trophies, etc.
- Cabinet spaces for large percussion equipment and stand rack storage
- New, lightweight, mobile band risers to replace extremely old, heavy risers that are too hard to move for concerts and presentations
- Air-conditioned/climate control for music/keyboard/computer room
- More electrical outlets in all rooms
- Acoustical shell for choir rooms
- Wireless system for computers to rid ourselves of needless wires.

## **ART**

The following are concerns/necessities for the SHS Art Department broken down by area and room.

### **Room 126**

#### **3-D Concerns:**

1. Room 126 to remain as the predominant 3-D room regardless of how many art teachers are assigned to Stratford High School.
  - Materials for 3-D classes are not necessarily compatible with materials for other Visual Arts classes and those materials;
  - Clay and sculpture dust and materials are harmful to computer lab, photography and other sensitive equipment;
  - More, adjacent 3-D student project storage similar to hall closet is needed to accommodate 4 classes or approximately 80 students;
  - Kiln Area must be in a separated area with a locking door, appropriate ventilation, wiring and kill switches and to include separate shelving for green ware and glaze ware projects.
  
2. Class Area needs:
  - Teacher area with a desk, chair, a file cabinet for each of 6 teacher class preparations and a separate computer station for teacher use;
  - A White Board installed that can be seen from student work area;
  - A projection area that can be seen from the student work area;
  - Materials storage closets, cabinets, drawers for materials for up to 6 different class curriculums;
  - Adequate ventilation system and fans to safe guard student and teacher health;
  - Minimum of 2, deep, industrial sinks with surrounding counter areas for clay and paint supplies;
  - Project display areas suitable for 2-D and 3-D display such as bulletin boards and adjustable shelving;
  - Additional flat storage at least 2" high for 2-D classes need to accommodate 80 students.
  - Counter areas for art production and light table use.

### **Room 124**

#### **2-D Concerns:**

3. Room 124 to remain as the predominant 2-D room regardless of how many art teachers are assigned to Stratford High School.
  - Materials for 3-D classes are not compatible with materials for other Visual Art classes and those materials;
  - Clay and sculpture dust and materials are harmful to computer lab, photography and other sensitive equipment;
  - New computer lab and photography equipment were purchased this year to become more equitable with Bunnell High School;
  - New equipment may be harmed if not safeguarded.
  
4. Class Area needs:
  - Teacher area with a desk, chair, a file cabinet for each of 6 teacher class preparations and a separate computer station for teacher use;

- Computer lab set-up for use in Design, Fine Arts and Photography classes;
- A White Board installed that can be seen from student work area;
- A projection area that can be seen from the student work area;
- Adequate ventilation system and fans to safe guard student and teacher health;
- Materials storage closets, cabinets, drawers for materials for up to 6 different class curriculums and suitable for photography equipment storage;
- Minimum of 2 deep, industrial sinks with surrounding counter areas for supplies;
- Project display areas suitable for 2-D display such as bulletin boards of adjustable shelving for 3-D equipment and oversized art materials;
- Additional flat storage at least 2” high and 36” deep for paper and project storage to accommodate up to 6 classes of students work.
- Portfolio storage area for up to 6 classes of students.
- Counter areas for art production and light table use.

#### **Art Office**

5. Teacher(s) need an office with space to work in for storage of personal belongings and to meet with parents, colleagues and supervisors when a classroom meeting is not appropriate.
  - Teacher work area with a desk, a chair, a file cabinet for each teacher and a separate computer station and telephone with long distance access for shared teacher use;
  - Adequate ventilation system and fans to safe guard student and teacher health;
  - Walls lined with sturdy, minimum of 2 foot deep, metal storage shelves for oversized materials and equipment and at least one safety cabinet for volatile materials.

## World Language/ESOL Building Renovation – Stratford High School – 3-18-10

To insure optimal teaching and learning effectiveness, the world language/ESOL (WL/ESOL) department proposes that:

- All WL/ESOL classrooms (6WL & 1 ESOL) are housed consecutively in one dedicated wing, which includes
  - Classrooms large enough to accommodate up to 35 students with adequate aisle space and lockable storage
  - A WL/ESOL teachers' workroom
  - A large secure storage closet (8'X12') with heavy duty shelving
  - A department coordinator's office with desktop computer, printer, and lockable storage
- All WL/ESOL rooms and adjoining hallways are renovated and maintained environmentally safe with:
  - Efficient and adjustable HVAC
  - Functional windows with shades/blinds
  - Clean carpeting, flooring, wall, and shelving surfaces
- The WL/ESOL teachers' work room is furnished with:
  - Desks
  - A desktop computer with color printer and scanner for teacher use
  - Storage space i.e. shelving, cabinets or closets to accommodate collective instructional materials, A/V supplies, and other common planning resources
  - A bathroom and sink, small refrigerator, microwave, telephone, copier, laminator, binder, and shredder
- All WL/ESOL classrooms are equipped with:
  - A SMART Board, adjoining white boards, and bulletin boards
  - A large screen laptop computer to interface with the SMART Board and the wireless language lab
  - An overhead projector
  - Wireless access to the Internet and live media i.e. TV/radio newscasts and other relevant broadcasts
  - Lockable storage cabinets or closets
  - A desktop computer with color printer and scanner for teacher use
  - Comfortable student desks with adequate storage underneath for books/binders/supplies
- A dedicated WL/ESOL mobile computer lab (30+ laptops) is available for rotating classroom use.
- Two wireless mobile language labs (already purchased and operational) are available for rotating classroom use
- Ample licensing for multimedia instructional software i.e. Rosetta Stone are purchased for an entire class to sign on individually
- Security cameras are installed in the hallways for personal safety and theft deterrence.

## **English Department Configuration**

Pods – Small groups of collaborative classes based on grades or “career path”.  
Learning communities  
Centered around media center

Classrooms – Full access to computers and technology (i.e. projectors; smart boards)  
Windows  
Adequate heat and ventilation  
Noise reduction  
Large enough to accommodate large classes and/or small groups  
Internet access anywhere in the room, so teacher’s desk not permanent  
Book cases  
Close enough to a media lab or library for access to large of computers or ease to use wireless.  
Phones for office and outside line, but emergency connection also.  
Computers with Optimum wiring to access blocked websites.

Book closet

Media closet

Work room – with department copier, scanner, phone

Lavatories – accessible for faculty and substitutes

Office – AC  
Bookcases  
Same as classrooms