



New Middle School & Administrative Offices
Ansonia Public Schools

Request for Qualifications (RFQ) for Architectural and Engineering Services

RFQ Issue Date: Wednesday, October 22, 2025
Statement of Qualification Due: Friday, November 7, 2025, no later than 4:00pm

Addendum #2

Clarification: The total project budget is \$100 million. The total construction budget including the building, site improvement and escalation is approximately \$80 million. The total FF&E budget is approximately \$2.5 million.

Item 1: The educational specifications for both the middle school and central office are being provided with this addendum.

Question 1: As discussed at the briefing, could you please clarify the project costs, including the budgets for:

- Total Project Budget (excluding site purchase)
- Construction Budget
- FF&E Budget
- Technology Budget

Question 1 Response: Please see clarification in this addendum providing the total project budget. The budget includes the purchase of the site.

Question 2: Page 9 (Contents of Written Qualifications), Page 10 (Minimum Qualifications) and Page 11 (Response Instructions – Statement of Qualifications) indicate items for inclusion in our submission. Should we combine these lists of items in our submission, where appropriate, or does the City have a preferred order we should follow that incorporates all content?

Question 2 Response: It is acceptable to combine these together to provide a concise

qualification package. The intent of the RFQ is for the Ansonia School Building Committee to evaluate the design teams' experience and qualifications. Proposers are welcome to provide any additional information they feel will further highlight why they believe they are the most qualified team for this project.

Question 3: Could you please provide a copy of the following for both the Middle School and Administrative Offices:

- a. Approved Educational Specifications
- b. Grant Submission Materials, inclusive of construction cost estimates and conceptual options

Question 3 Response: Educational specifications are being attached as part of this addendum. There are two separate ed specs. One is for the middle school and one is for the central office that will be part of the middle school. Grant submission materials will only be provided to shortlisted firms. This material is not required for submission of qualifications.

Question 4: Are building and site environmental services required as a part of our project team, or will these services be contracted directly by the City?

Question 4 Response: For purposes of the qualifications package, please include qualifications for a firm for environmental services.

Question 5: Please clarify what we should be including in our responses. Is the "Response Instructions – Statement of Qualifications" and the subsequent list of sections 1-13 what should be included in this submission? There is a section above that that says "Contents of Written Submission" that lists things that should be included in the qualifications, but some of those items are not in the response instructions list. Can you please clarify where those sections under the "contents of written qualifications" should go? If anywhere?

Question 5 Response: Similar to question 2, the qualification packages are intended to allow the Ansonia School Building Committee to evaluate the design teams' experience and qualifications in order to determine the highest qualified firms. Firms may include any additional information they feel with further highlight why they should be considered for this project. The exact formatting of the package is up to each proposer as long as it includes the content included in the RFQ.

Question 6: During the virtual walkthrough, it was said the building would meet Connecticut High Performance Building requirements, but essentially be a "code compliant building." Project goal #5 references a building that implements Net-Zero energy strategies and include features designed under the WELL initiative. Should Goal 5 be considered a key project goal?

Question 6 Response: The project will not be seeking Net-Zero sustainability or WELL initiatives. The project will comply with Connecticut High Performance Building requirements.

Question 7: Has a traffic study been completed?

Question 7 Response: No. This will be part of the scope of services for the RFP.

Question 8: The section on Project Delivery Method on page 6 references "phasing plans." Is the project meant to be phased in some way?

Question 8 Response: The project may be phased for the site work depending on the final design. Depending on the design versus existing conditions, the site work may be required to be phased. The awarded design team will need to incorporate some level of effort to show the phasing in the contract documents.

Question 9: On page 2-2 of the Ed Spec, the section titled "Other Spaces Included in the Project" references three spaces associated within the project not included in the NGAA calculation: the 4,370 SF central office and the School Based Health Center. Is there a third?

Question 9 Response: There was an additional area that was originally being contemplated for this project, but it was removed and the ed spec was not updated to reflect this deletion.

Question 10: Could you please share the site plan you showed at the virtual walkthrough?

Question 10 Response: Yes, it is attached to this addendum.

Question 11: Is there a site survey available?

Question 11 Response: There is not a survey available. The design team will be responsible for survey of the existing property. Limits will be defined in the RFP.

Question 12: Could you please clarify the construction, FF&E, technology, and other budget numbers you mentioned at the virtual walkthrough?

Question 12 Response: See clarification item at the beginning of this addendum.

Question 13: Are we meant to include the forms included as Appendices B-D as part of our submission?

Question 13 Response: Yes.

This signed addendum must be signed and returned with your proposal.

Authorized Signature of Proposer

Company Name

New Ansonia Middle School Educational Specifications

Prepared for Ansonia Public Schools by,



May 1, 2023

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Acknowledgements

To assist in the planning and feasibility for Ansonia's new middle school, Ansonia's Board of Education engaged the services of the SLAM Collaborative to develop enrollment projections, educational specifications, conceptual plans and cost estimates. These educational specifications were developed by the AMS Ed. Spec. Committee, comprised of the following individuals who participated in an iterative and collaborative process over the course of several months.

Joseph DiBacco, Superintendent

Stephen Bergin, Asst. Superintendent

Robert Evans, Dir. of Facilities

Kelly Balanca, 6th grade Teacher

Stefanie Savo, Dir. of Special Services

Peter Colaccino, AMS Principal

John LaRovera, Dir. Of Math & Science

Kayla Jarrin, Dir. of ELA & Social Studies

Jeremy Dionne, 7th Grade Math

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Shawn Venson, MS Custodian

Robert Lisi, Youth and Family Outreach Officer

Thomas Zenowitz, Asst. Dir of Pupil Services

Monica Skakacz, Nursing Supervisor

Kevin Benham, Dir. of Food Services

Vincent Pastore, Dir. of Technology

Steve Marchetti, AMS Asst. Principal

Rubin Little, Business Teacher

Patricia Boyle, HR/Finance Coordinator

Charles Stankey, Dir. of Security

1. Introduction & Project Rationale

Introduction

About the District

Ansonia Public Schools (APS) is a district of roughly 2,300 PK-12 students housed in four school buildings. Ansonia's elementary students attend either Prendergast or Mead Elementary Schools, which are both structured as PK-5 schools. All Ansonia students come together at Ansonia's comprehensive 6th to 8th grade middle school, and then transition to Ansonia High School for 9th through 12th grade.

Ansonia Public Schools seeks to move forward with the construction of a new Middle School serving students in grades 6 through 8. This project culminates a multi-year planning process as described on the following pages.

What are Educational Specifications?

The State Department of Education defines educational specifications as, "a description of the general nature and purposes of the proposed school building project, including the applicant's long-range educational plan and relationship of the proposed project so such plan; enrollment data and proposed project capacity; the nature and organization of the educational program; support facilities; space needs; specialized equipment; environmental controls; and site needs."

In a practical sense, Educational Specifications are:

- Written justification of the educational need for your project;
- Description of the educational activities which will be supported by the building at completion;
- Text which describes the types of spaces which will best accommodate your program requirements;
- A complete text version of your proposed building project (including the description of desired end product and details of the construction process necessary to achieve the end result); and
- A tool used by your design professionals to direct them through the design phases.

Long Range Educational Plan

Addressing facility conditions, site safety, and operational efficiency concerns at the Middle School has been at the forefront of the District's Long Range Planning efforts over the last five years. In 2018, the District initiated a Long Range Facility Plan. Various options were assessed for the Middle School, including different grade configurations (7-8 vs. 6-8); a multi-phased renovate-as-new concept, expansion and alteration concept; and finally, a new middle school and site. The study undertook a site selection process, conducted test-fits and developed order of magnitude costs for a new middle school. Another need identified in the 2018 study was the need for more appropriate Central Office space.





The existing AMS Middle School located at 115 Howard Avenue

Weighing the considerations of the various options, ultimately, the Ansonia's Board of Education (BOE) determined that a new 6th to 8th grade facility was in the best interest of the students and community. Following the completion of the 2018 study, APS moved forward with a grade configuration for the 2019-20 school year. Given the small size (4.5 acres) of the existing school site, operational and safety deficiencies, and capital needs, it was determined that construction of a new facility on a new and larger site would best meet the needs of APS middle school students.

Implementation of the recommended 2018 Plan was delayed as the City participated in a School Regionalization Study through the Naugatuck Valley Council of Governments (NVCOG) in 2019, which assessed the potential regionalization of Ansonia Public Schools and Derby Public Schools. Facility condition assessments were updated to understand the facility's overall condition and capital needs. The study largely affirmed deficiencies noted in the 2018 Plan and identified \$14.1 million in recommended facility conditions improvements for Ansonia Middle School. Various facility consolidation options were assessed, all of which were predicated on the regionalization of the two districts. The regionalization options that were evaluated in the 2019 study were determined to not be in the best interest of the Ansonia community and are not moving forward.

As part of the Ansonia's long range educational planning process, there are cooperative efforts and agreements that have been recently put in place to provide quality programming. Specifically, Ansonia has an agreement with Area Cooperative Educational Services (ACES) to provide services for populations in need of academic, behavioral and therapeutic interventions. Through operational and lease agreements, ACES has embedded programs in Mead Elementary School and Ansonia Middle School to serve both students in district and neighboring towns in the region. The creation of this program was spurred from a special education audit and collaboration with ACES. Due to limitations in constructing space for ACES in the new AMS, it is envisioned that the ACES will program will remain at existing AMS at 115 Howard Ave through an extension of the lease agreement.

Project Rationale

Ansonia Middle School is a roughly 134,200 SF facility serving students in 6th through 8th grade. The building was constructed in 1936, with additions built in 1960 and 1980. From 1936 through 1999, the building served as Ansonia's High School. A new High School opened in 1999, and the building was converted to the City's Middle School. The existing Middle School building is obsolete and its age and layout do not align with the district's 21st century teaching and learning objectives. The 2019 Study noted \$14.1 million in recommended improvements. These investments would address code issues and maintain the current building in a state of good repair, but would not address any of the functional or educational issues.

One of the major constraints of the existing middle school is the undersized site, which at 4.5 acres is significantly smaller than the State Site Selection and Design Guidelines. This results in significant operational and safety deficiencies, including inadequate parking, and inadequate bus and parent pick-up and drop-off areas. In addition, there is insufficient space on site for outdoor green space and athletic fields to support the school's physical education and interscholastic athletics programs, as well as community use programs.

Based on the District's long range planning process, it was ultimately determined that building a new school on a larger site will allow the district to build a state-of-the-art building that meets the teaching and learning needs. Building on a larger site will also provide the necessary space for parking, bus and parent pickup and drop off, outdoor athletic facilities, and play areas. The larger site will also allow the district to construct a new Central Office space, which was identified as a need during the Ansonia's Long Range Planning efforts.

Educational Mission & Vision

Ansonia's Mission

The underlying mission on Ansonia Public Schools (APS) in partnership with the City is to successfully prepare students to be able to reach and expand their potential to compete in a global society. APS is committed to preparing all graduates with the foundation, skills and expertise, for them to thrive in this global 21st century society. The essential skills for success are critical thinking, innovation, creativity, and collaboration.

Ansonia's Vision

Ansonia Public Schools will be a high-performing district that engages families and partners with our community to prepare all students to be globally competitive in college, career, and life.

Ansonia's new Middle School described in this document reflects Ansonia's educational beliefs and passion, while supporting their Mission and Vision for preparing students for a global 21st century society.



Project Goals

The project goals listed below were generated by the steering committee and formed the basis of the programming and planning effort. Decisions were prioritized based upon adherence to these stated goals. Every effort was made to meet the expectations of each focus area's detailed needs. However, space allocations were based on meeting each of the goals listed below first, with additional needs being addressed once these goals are achieved.



Goal 1:

Incorporate innovative design that **encourages creative thinking**, provides access to **new technologies and equipment** to engage students and introduce **new opportunities**;

Goal 2:

Create inclusive, inviting and comfortable environments that **foster a positive climate** and **flexible methods of teaching and learning for all**;



Goal 3:

Create a welcoming neighborhood campus that **accommodates a full range of indoor and outdoor extra-curricular and community use functions**;

Goal 4:

Zone the new facility by function to **provide clear building organization and safe wayfinding** to delineate between academic and gathering/community-use spaces; and



Goal 5:

Implement Net-Zero energy strategies to showcase Ansonia's commitment to sustainability and reduce operational costs; Include features designed under the WELL Initiative to **create environments that promote the health and wellbeing** of the building occupants.

2. Space Program

Enrollment Projections and Capacity

When many comparable districts in Connecticut were experiencing enrollment declines, total enrollment in APS has been remarkably stable over the last decade, averaging 2,322 PK-12 students and 543 6th-8th middle school students. Enrollment projections prepared by SLAM Collaborative in the October of 2022, project modest enrollment growth. The eight-year maximum enrollment projection for the new Ansonia Middle School is 590 students (highlighted below).

Table 2-1: Enrollment Projections and Peak Projected Enrollment

School Year	6	7	8	6-8 Total
2022-23	182	179	175	536
2023-24	188	184	185	557
2024-25	173	190	190	553
2025-26	188	175	196	559
2026-27	196	190	181	567
2027-28	180	199	196	575
2028-29	196	182	206	584
2029-30	192	199	188	579
2030-31	190	194	206	590
2031-32	179	192	201	572
2032-33	207	181	199	587

Peak Enrollment Year

8-Yr Projections



OSCG&R Allowable Area

The Allowable Area for the new Ansonia Middle School was calculated using the square footage space standards from the State of Connecticut's Office of School Construction Grants and Review. Based on a peak projected enrollment of 590 students, the Net Gross Allowable Area (NGAA), with statutory allowances, is approximately 100,100 square feet.

The NGAA calculations help inform the development of the Educational Specifications, as state statutes use this to determine the amount of square footage that is reimbursable by the State.

Table 2-2 Allowable Area Calculations

Allowable Area Calculations	
Peak Projected 8-Year Enrollment:	590 students (6-8) ¹
Allowable SF per Pupil:	168 SF
Net Gross Allowable Area (NGAA): <i>Inside face of exterior walls</i>	99,120 SF
NGAA with 1% Statutory Allowance: <i>Per CGS 10-286, Section 10(c)(2)</i>	100,111 SF
Gross Square Footage: <i>Outside face of exterior walls, using 4.5% average percentage of building area</i>	104,616 SF

Other Spaces Included in the Project

It should be noted that there are three spaces associated with this project that are not included in the NGAA calculation. The District's Long Range Planning efforts also identified a need for a new Central Office space. A program area of approximately 4,370 net square feet was developed for the Central Offices. The District's Long Range Planning efforts determined that co-locating this space within the New Middle School would be ideal and provide a level of economies-of-scale from an operations standpoint. A separate Educational Specifications document has been prepared for the Central Office space and will be submitted in concert with the school construction grant application for the new Middle School.

Finally, the new Ansonia Middle School will house a licensed School Based Health Center (SBHC), providing comprehensive primary care services.

The Central Office and SBHC are included in the conceptual design and cost estimates for this project. It is important to understand both the size and function of these spaces so that they can be properly integrated into the larger building and site program.

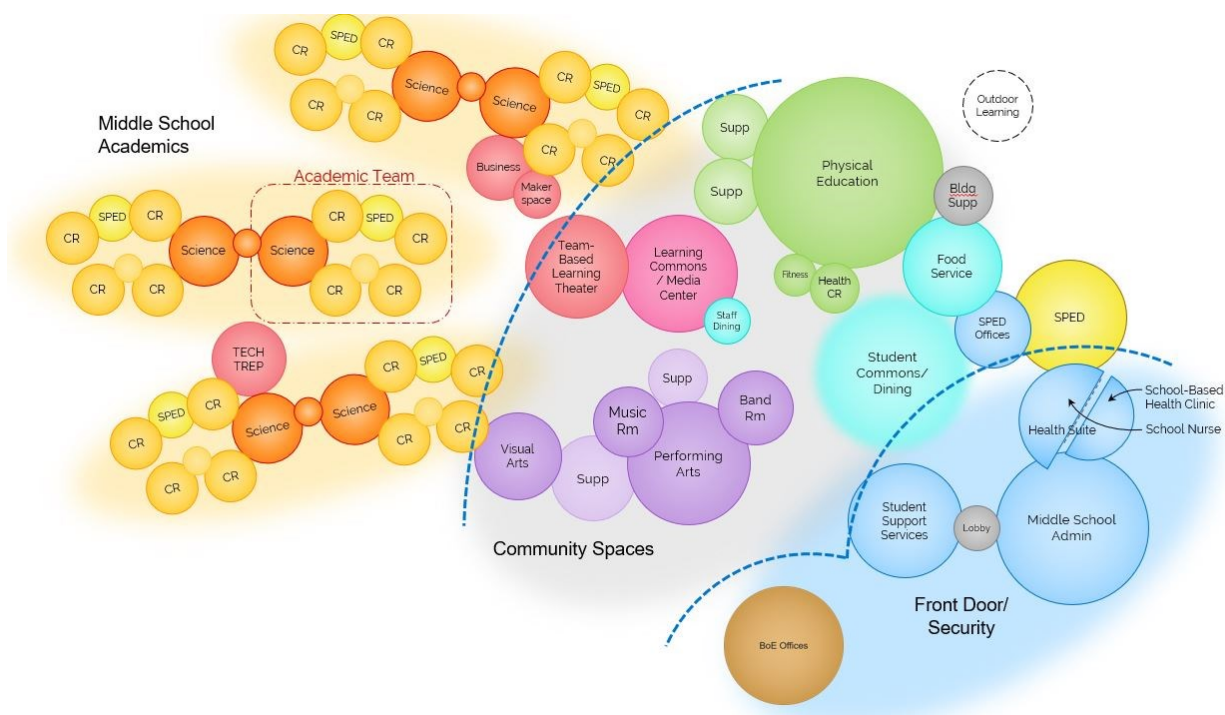
3. Educational Activities & Program Areas

Overall Learning and Educational Activities

The new Ansonia Middle School will be organized into age-appropriate classrooms of approximately 24 students each. Education will be centered around an interdisciplinary teaming model. A team will consist of four academic classrooms (reading, writing, mathematics, and social studies), with one science lab and one special education resource room embedded in each team. The two teams in each grade will share common areas, allowing for staff and student collaboration. A variety of flexible instructional and learning spaces will be incorporated into the building, aligning to the unique learning styles of each student.

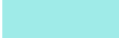
Academic instruction will be supplemented with a range of special programs, including the visual arts, music, the performing arts, business, and technology. Students will have access to new technologies and equipment, helping them build their critical thinking, innovation, creativity, and collaboration skills. These programs will be centrally located within the building and arranged to minimize travel time between the team areas. Special education and support services will provide all students with the tools and resources necessary to succeed.

Collaborative spaces such as the media center, black box theater, and team-based learning center will allow staff and students to gather in larger groups. The cafeteria and gymnasium will serve both students, as well as community users. The new Ansonia Middle School will allow for expanded physical education and athletics programs that support student health and wellness.



Program Areas

Program areas describe the educational and support areas that share common educational characteristics. Each program area is described on the following pages and is color-coded as follows:

	Academics		Food Service
	Specialty Labs		Administration
	Arts		Physical Education
	Special Education		Building Support
	Learning Commons		Central Office Administration

Separate Ed. Spec. document

Unless otherwise noted, every space except storage areas is expected to include the following features:

- Air conditioned and adequate air ventilation
- Soft color, dimmable LED lighting
- Room darkening shades on all windows, and glass panels on doors
- Safe and durable flooring materials and finishes that meet the function of each space.
- Wireless/internet access and sufficient infrastructure to support one-to-one computing for students and staff
- Multiple electrical outlets and USB charging outlets per space
- Fire alarm system
- School-wide intercom System
- Sprinkler system
- Emergency lighting as required by code
- Telephone
- Acoustical insulation for soundproofing
- ADA compliant building standards
- Adequate storage to support the function of each space
- Flexible, age-appropriate furniture to support the function of each space.

Academics

Core Classrooms

Educational Purpose

Core classrooms will provide opportunities for collaborative and interactive learning in the areas of reading, writing, math, and social studies. These rooms will feature integrated technology with one-to-one devices. Furniture and equipment should be flexible and movable to accommodate different instructional arrangements.

Desired Adjacencies

Core classrooms will be organized by team and by grade. Teams will consist of four total classrooms, with one classroom for each core subject. Science labs and Special Education Resource rooms will be embedded within each team. Each grade will consist of two teams who will share a corridor with student lockers and will have access to a shared storage room (one per grade), and a shared group study room (one per grade).

Characteristics:

Core classrooms will contain flexible, movable furniture and equipment to support different instructional arrangements. Spaces should be designed to maximize access to natural light, and potentially provide access to an outdoor learning area. Rooms will feature a typical teacher workstation, and adequate storage for instructional materials. Each classroom should be equipped with Chromebook charging station and other infrastructure needed to support one-to-one computing.

Support Spaces

One 200 NSF storage area will be provided for each grade level and should be located near the core classrooms. This space intended to house instructional materials and equipment that is shared between all grade level teachers.

Space Characteristics	
Quantity	24 classrooms (8 classrooms per grade)
Square Footage	850 NSF per classroom
Occupancy	28 students per classroom



New Ansonia Middle School Academic and Team Spaces

Two Teams per Grade

Core Team Spaces

- Four (4) Academic Classrooms
 - Reading
 - Writing
 - Social Studies
 - Math
- Science Lab Classroom
- Special Education Instructional Classroom



Support Spaces (Shared between two teams)

1. Small Group Study Room
2. Storage Room
3. Science Prep & Storage



Academics

Group Study Room

Educational Purpose

Group study rooms provide a place to conduct instruction for up to six (6) students who wish to engage in collaborative and cooperative study in small groups. The space should be designed to accommodate both formal activities (pull-out instruction, testing) as well as informal activities (study groups, etc.).

Desired Adjacencies

One group study room will be provided for each grade level and should be located near the core classrooms and in each grade. A location near the Special Education rooms that are embedded within each team is desirable.

Characteristics:

Group study rooms should be located in a grade-level "commons" area with easy access to core classrooms. Transparent materials should be used to maintain visibility from the hallways.

Space Characteristics	
Quantity	3 rooms (one per grade)
Square Footage	150 NSF per room
Occupancy	6 students per group study room





Science Labs

Educational Purpose

Science labs are intended to support hands-on learning. The labs will consist of a recitation area, with lab stations located on the perimeter of the classroom. Furniture and tables in the recitation areas will be organized into six (6) groups of four (4) students, to allow for collaborative and small group activities.

Desired Adjacencies

Science labs should be embedded within each team. The two labs in each grade should be located next to each other with access to a shared prep and storage room. Proximity to larger common areas or outdoor learning area is desirable in order to support larger experiments.

Characteristics:

Furniture in the recitation area should be flexible and movable to allow for larger experiment areas. The perimeter lab stations contain sinks as well as adequate storage for instructional and experiment materials. Each science lab should be equipped with a Chromebook charging station and other infrastructure needed to support one-to-one computing. Safety equipment such as eye wash drench station and emergency shower should be included in each space and appropriately located.

Support Spaces

Three (3) 240 NSF prep and storage areas are included in the space program. Each prep and storage area is shared between the two science labs in each grade. These spaces will be used to store and prepare instructional materials and experiments. Ideally, these spaces would be directly accessible from each classroom.

Space Characteristics	
Quantity	6 Class/Labs (one per team)
Square Footage	1,200 NSF per Class/ Lab
Occupancy	24 students per Class/ Lab



Specialty Learning Labs

Business Computer Classroom

Educational Purpose

The business computer classroom will support a range of business, technology, and financial literacy curriculum. The classroom will contain 30 desktop computer workstations, and will be organized around six work tables with seating for four students each. Group tables should be docked at the wall with a dedicated wall-mounted monitor for each in order to support small group and collaborative projects.

Desired Adjacencies

The business computer classroom should be centrally located within the building, adjacent to the business Makerspace.

Characteristics:

Chairs should be on lockable casters in order to support flexible room arrangements. ADA accessible workstations should be incorporated into the classroom.

Space Characteristics	
Quantity	1 classroom
Square Footage	1,000 NSF
Occupancy	30 students



Specialty Learning Labs

Business Makerspace

Educational Purpose

The business makerspace will support hands-on, small group activities. The room should include flexible furniture to allow for a range of activities. This space should be configured to support three groups of four (4) students.

Desired Adjacencies

The business makerspace classroom should be centrally located within the building, adjacent to the business classroom.

Characteristics:

The room should contain worktables with lockable casters, and stools. In addition, the room should contain cabinets for materials and equipment storage.

Space Characteristics	
Quantity	1 classroom
Square Footage	540 NSF per classroom
Occupancy	12 students



Specialty Learning Labs

Tech Trep Studio

Educational Purpose

The Tech Trep Studio supports 21st century technology instruction, including robotics and computer programming. This space supports both in-person and virtual instruction. The studio will consist of thirty (30) desktop computer workstations, with counter and cabinet space located on the perimeter of the classroom. Students will have access to 3D printers, CNC machines, large-format printers, and scanners to support hands-on instruction. This space can double as a Digital Arts lab.

Desired Adjacencies

The Tech Trep studio should be centrally located within the building to minimize travel distance between the core academic areas.

Characteristics:

Systems furniture for two-person tables and chairs on lockable casters in order to support flexible room arrangements. ADA accessible workstations should be incorporated into the classroom.

Support Spaces:

A printing alcove should be located directly adjacent to the studio classroom to provide space for printing devices, including 3D printers, CNC machines, large-format printers, and scanners.

Space Characteristics	
Quantity	1 studio classroom with printing alcove
Square Footage	1,430 NSF (includes printer alcove)
Occupancy	30 students



Specialty Learning Labs

Team-Based Learning Center

Educational Purpose

The Team-Based Learning Center (TBLC) is a space intended to support large group presentations as well as group collaboration for both students and staff. The space will support sixty (60) seats, allowing up to three classes to gather simultaneously for large group instruction. In addition, the space will support professional development or community meeting activities.

Desired Adjacencies

Centrally located within the building, but with easy access from a main building entrance.

Characteristics:

The room should have deep 'U'-shaped lecture-type seating at continuous tables on a gradually tiered floor where two rows share a tier. The second and fourth rows of tables and chairs should provide individual group tables for six. Proper acoustical treatments should be incorporated into the design.

Space Characteristics	
Quantity	1 room
Square Footage	2,100 NSF
Occupancy	60 seats



Arts

Visual Arts

Educational Purpose

The visual arts studio will be designed support hands on, multi-media instruction for up to 28 students. It will consist of an Art Studio classroom supported by a separate kiln room and two storage rooms.

Desired Adjacencies

The visual arts studio should be centrally located within the building to minimize travel time between the core academic spaces. Direct access to the outdoors is desirable.

Characteristics:

The Art Studio classroom will contain movable, flexible furniture and stools to support different instructional layouts. The classroom should contain perimeter counters with in-room storage, three (3) large sinks plus one (1) ADA compliant sink. The classroom includes a typical instructor station with integrated technology, a 4' x 8' demonstration table, magnetic white boards for pin up, drying racks, light table.

Support Spaces:

The classroom space will have access to a separate kiln room with an electric kiln and will be supported by two storage rooms for supplies and project materials.

Space Characteristics	
Quantity	1 classroom with separate kiln room and storage rooms
Square Footage	1,540 NSF (includes support spaces)
Occupancy	28 students



Arts

Music

Educational Purpose

The new Ansonia Middle School will offer enhanced spaces to support music and performing arts curriculum, consisting of a general music classroom, a band room, and support spaces. The music classroom will provide seating for 28 students and will support exploratory music instruction. A band room will support instrumental music instruction and will provide seating for up to sixty (60) students with instruments.

Desired Adjacencies

Spaces should have proper acoustical or locational separation from core academic areas. The band room should be located near the Black Box Theater to support instrumental performances.

Characteristics:

All music and performing arts spaces, including support spaces, should have proper soundproofing and acoustical treatments. Furniture should be flexible and movable to allow for multiple instructional layouts.

Support Spaces:

An instrument storage room should be located next to the band room, with storage for at least 80 instruments. Two practice rooms should be located adjacent to the band room to support small-group instrumental instruction.

Space Characteristics	
Quantity	1 Music Classroom
	1 Band Room with practice rooms and instrument storage
Square Footage	3,880 NSF (includes support spaces)
Occupancy	Music Classroom: 28 students
	Band Room: 60 students

Arts

Black Box Theater

Educational Purpose

The Black Box Theater will support student instrumental and performing arts productions, as well provide a collaborative space to support student assemblies and community use functions. The space will contain seating for 200, allowing all students in one grade cohort to gather simultaneously.

Desired Adjacencies

The space should have proper acoustical or locational separation from core academic areas. A location next to student dining or other open community use area is desirable, with a movable partition wall to allow the neighboring space to serve as an overflow seating area. The space should be located near the community use entrance to support after hours use.

Characteristics:

Seating should be movable to support flexible uses during non-performance periods. The space should have proper soundproofing and acoustical treatments.

Support Spaces:

The Black Box Theater will be supported by a light and sound control room, general storage room, and scenery preparation and storage room.

Space Characteristics	
Quantity	1 Black Box Theater
Square Footage	4,900 NSF (includes support spaces)
Occupancy	200 audience seats + performance area



Arts

Black Box Theater



Learning Commons/ Media Center

Educational Purpose

The Learning Commons/ Media Center (LCMC) will serve as a collaborative hub of the school, containing both print and digital materials that support instruction and fostering both large- and small-group instruction. The LCMC will feature a range of spaces to support different learning styles and functions, including small group study areas, quiet reading areas, and presentation areas.

Desired Adjacencies

Centrally located and providing acoustical separation between the different use areas, where appropriate.

Characteristics:

The LCMC should be designed to allow multiple activities to take place at the same time. Furniture should be flexible, movable, and comfortable. Technology should be integrated into the space.

Support Spaces:

The LCMC will be supported with a storage and supply room, and an IT storage room that serves the entire building. A workroom will support staff with seating for four (4), a sink, counter with perimeter cabinets, copier, fax, and laminator.

Space Characteristics	
Subareas and Quantities	Stacks (for approximately 2,000 volumes) Reading Zone Presentation Area 2 Study Rooms
Square Footage	2,340 NSF (includes support spaces)
Occupancy	Reading Zone: 16 seats Presentation Area: 20 seats Study Rooms: 6 seats per room Library Workroom: 4 seats

Learning Commons & Media Center



Special Education

AMS Special Education Programs

Educational Purpose

Ansonia Public Schools provides the full range of special education services. Pull-out instruction classrooms will provide small-group special education services for up to 14 students per classroom. One pull-out classroom is provided for each team, and these rooms will be embedded within the larger team to maintain integration with general education peers. Two Life/Work Skills classrooms will provide small group instruction for up to 10 students per classroom. Other services include speech and language therapy, occupational therapy, physical therapy, and math and ELA intervention services. A shared outdoor learning space will provide an opportunity to provide special education services in an appropriately designed outdoor setting.

Desired Adjacencies

Most special education students will be educated with their peers and receive pull-out services for a portion of their day. One special education classroom is provided for each academic team, and should be integrated within the larger team structure. However, certain functions may benefit from being clustered together in a central location to provide better integration of services across multiple staff. Instructional spaces should be located close to bathrooms, support spaces, and the health suite.

Characteristics:

Lighting, furniture, and décor should be designed to support the function of each space. All special education instructional spaces should be ADA accessible and additional accommodations may be needed for certain spaces. Spaces should maximize the use of natural light. Outdoor learning space should be located near special education classrooms and should be flexibly designed to support a range of uses, including classroom instruction, OT/PT, and intervention services.

Support Spaces:

A multi-disabled toilet room with adult-sized changing table should be shared between the two Life / Work Skills classrooms. Other support spaces include Math and ELA specialist workstations, a conference room, file storage room, and equipment storage .



Special Education

AMS Special Education Programs

Space Characteristics	
Subareas and Quantities	2 Speech Language Offices 1 Special Education Conference Room 2 Life/Work Skills Rooms with shared multi-disabled bathroom 1 OT/PT Room 6 Special Education Classrooms Outdoor Learning Space (<i>not included in the building area</i>)
Square Footage	6,462 NSF (includes support spaces)
Occupancy	Speech Language Offices: 1 workstation Special Education Conference Room: 12 seats Life/Work Skills Rooms: 10 students OT/PT Room: 2-3 students + adults Special Education Classrooms: 14 per classroom Outdoor Learning Space: 16 students

Food Service

Educational Purpose

School meals are critical to student health and well-being. The food service area will prepare breakfast and lunch for students to ensure that they receive nutrition they need throughout the day to learn. It is anticipated that this space will serve between 150 and 200 breakfasts and 450 lunches per day. The student dining area will serve as a communal space where up to 200 students eat and socialize in three lunch waves.

Desired Adjacencies

The staff dining room should be separated from student dining areas. The kitchen and storage areas should be located next to the loading dock. Bathrooms need to be located in close proximity and within the community-use portion of the building.

Characteristics:

The student dining area will consist of two hundred seats, and will be large enough to accommodate all students in one grade. Each grade will be served lunch in a dedicated lunch wave. Student dining area tables and chairs should be flexible and provide a range of seating options including small group, and large group arrangements. Student dining space should be located directly adjacent to the Black Box Theater to be able to provide additional overflow seating for the audience. Appropriate lighting, materials, and acoustical treatments will be used. Provision of natural light is desirable. The middle school kitchen will function as a warming kitchen, but will have the ability to prepare meals as a full kitchen.

A separate and private faculty and staff dining room will be provided, with seating for fifteen (15) staff. This room will contain a kitchenette, including refrigerators, coffee maker, and microwave.

Support Spaces:

Food service support spaces include kitchen and prep areas, dry/cold/freezer storage, food service lockers, a small office, and a staff toilet room.

Space Characteristics	
Subareas and Quantities	Student dining
	Faculty dining
Square Footage	6,025 NSF (includes kitchen and support spaces)
Occupancy	Student dining: 200 seats in three lunch waves
	Faculty dining: 15 seats

Food Service



Physical Education

Educational Purpose

The new Ansonia Middle School will house a robust and expanded athletics program that supports physical education instruction, interscholastic sports, and recreational programs. These programs will bolster students' health and well-being. The gymnasium will contain a High School-sized basketball court (50'x84') and will be flexibly striped to support a range of sports including basketball, volleyball, and badminton. A half court divider will allow two classes (48 students total) to receive instruction simultaneously. Retractable bleachers will provide seating for 150 students and will support both athletic programs and larger assembly functions. A fitness center and health classroom will provide enhanced opportunities for wellness instruction.

In addition, the new AMS will offer a range of outdoor athletic facilities and fields that simply cannot fit on the current middle school site. Indoor and outdoor physical education and athletics programs will be supported by locker rooms and adequate storage for equipment.

Desired Adjacencies

The gymnasium should have direct access to outdoor areas and playfields and should be located away from core academic areas. This space should be zoned in a way to allow community use after hours while maintaining separation from academic areas.

Characteristics:

The gymnasium will contain a high school-sized basketball court that is striped to accommodate multiple sports. This space should contain six to eight retractable basketball hoops, and a rock climbing wall. A scoreboard and Bluetooth sound system will support both instructional and athletics activities. Retractable bleacher seating is provided for 150 students. Additional floor seating can be provided to support larger assembly events such as graduation. The space should contain a half court divider to allow for smaller group instruction. Bottle fillers should be provided within the gymnasium itself.

A health classroom and exercise/fitness room will support smaller group (12-24 students) instruction. All spaces should incorporate appropriate lighting, and acoustical treatments.

Outdoor fields will support both interscholastic and recreational sports programs. These fields are described in greater detail in Chapter 6. Locker rooms will support both indoor and outdoor activities and will contain 55 three-tiered lockers each.

Support Spaces:

Physical education uses will be supported by separate storage areas for PE and athletics equipment, two staff offices with teacher bathroom, and boys and girls locker/toilet rooms.

Physical Education

Space Characteristics	
Subareas and Quantities	Gymnasium Exercise/Fitness Room Health Classroom 2 Locker/Toilet Rooms 2 PE Offices
Square Footage	11,990 NSF (includes support spaces)
Occupancy	Gymnasium: 48 students for instruction + 150 bleacher seats for athletics and assemblies Exercise/Fitness Room: 12 students Health Classroom: 24 students PE Offices: 2 staff per office

Administration

Main Office

Educational Purpose

The Main office will serve as the primary point of entry into the building for visitors. It will house the building's leadership, administrative staff, and school resource officers. The main office will also contain shared spaces that support building operations including a mailroom, conference room, copy/workroom, secure records storage area, kitchenette, and in-school suspension room.

Desired Adjacencies

Centrally located within building, adjacent to main entry with ballistic resistant transparent wall for visibility purposes. Located to maximize natural surveillance in building interior and exterior. The in-school suspension room should be located near the Main Office suite, but should have a separate entrance from a nearby hallway.

Characteristics:

The main office will be designed to create a welcoming environment into the school while also maintaining a secure school environment. The main office will contain a mix of office areas and open workstations, with furniture, finishes, and décor aligning with the function of each space. Ample guest seating should be provided in office spaces and in public waiting areas.

Administrative office staff and school security staff will control the main entrance via a secure vestibule. The incident command center will be located within the main office and will

Support Spaces:

The main office suite will contain a range of support spaces including a waiting area, mailroom with 70 mailboxes, records storage room, copy/workroom, conference room, kitchenette, and toilet room.

Administration

Main Office

Space Characteristics	
Subareas and Quantities	Waiting Area
	1 Principal's Office
	1 Asst. Principal's Office
	1 School Resource Officer Office
	2 Resource Officer workstations
	2 Administrative Assistant workstations
	2 Climate Advisor workstations
	1 Attendance Officer workstation
	1 Attendance Clerk workstations with ID Check Station
Square Footage	2,532 NSF (includes support spaces)
Occupancy	Waiting Area: 6 seats
	Principal's Office: 1 staff + seating for 2 guests
	Asst. Principal's Office: 1 staff + seating for 2 guests
	School Resource Officer Office: 1
	Resource Officer workstations: 2 per workstation
	Administrative Asst. workstations: 2
	Climate Advisor workstations: 2 per workstation
	Attendance Officer workstation: 1
	Attendance Clerk workstations w/ ID Check Station: 1

Administration

Health Suite

Educational Purpose

The Health Suite will contain the school nurses office as well as a licensed School Based Health Center (SBHC), providing comprehensive primary care services that benefit students' physical and mental health. Spaces will be designed to meet student and staff needs, while protecting patient privacy.

Desired Adjacencies

The school nurses office and SBHC will be co-located in the same suite, allowing them to utilize shared spaces such as a waiting room, prep area, and toilet rooms. The health suite should be located near the building entrance and main office, but the entrance should be located in a low profile area to protect student privacy.

Characteristics:

The health suite will be designed to create a welcoming environment while also maintaining patient privacy. Furniture, finishes, equipment, and décor should align with the function of each clinical space, office, and workstation. Lockable storage will be provided for patient files and medicines. Ample guest seating should be provided in treatment rooms, office spaces and in public waiting areas.

Support Spaces:

Support spaces include for a waiting area with seating for 6, a prep room with counter space, sink, cabinet storage, microwave, refrigerator, and ice machine, two toilet rooms with adult changing table and shower, and a records storage room .



Administration

Health Suite

Space Characteristics	
Subareas and Quantities	Waiting Room
	1 Nurses Office
	1 Resting Room with 3 cots
	1 Nurse Examination Room
	1 SBHC Receptionist Workstation
	1 SBHC Nurse Office
	1 SBHC Mental Health Clinician Office
	1 SBHC Examination Room
Square Footage	1,520 NSF (includes support spaces)
Occupancy	Waiting Room: 6 seats
	Nurses Office: 1
	Resting Room: 3 cots separated by curtains
	Nurse Examination Room: 1
	SBHC Receptionist Workstation: 1
	SBHC Nurse Office: 1
	SBHC Mental Health Clinician Office: 1
	SBHC Examination Room: 1

Administration

Student Support Services

Educational Purpose

Support services suite provides space for professionals who contribute to student success including guidance counselor, social workers, psychologist, equity director, student success advisors, and specialists. Primarily office uses, most office spaces should accommodate staff as well as small groups of 4 to 6 guests. A shared waiting room will support all of the office uses with seating for 6.

Desired Adjacencies

Most support services functions should be located in a central support services suite, near the main office. However, certain functions such as the Math and ELA specialists would benefit from being located closer to the academic portion of the building to facilitate more efficient pull-out services.

Characteristics:

The support services suite will provide a series of private spaces that support one-on-one and small group student support services. Each space will contain furniture, finishes, and décor that align with the function of each space. Ample guest seating should be provided in office spaces and in public waiting areas.

Support Spaces:

Support spaces include a copy/workroom, records storage, testing room, conference room, and a quiet room with sink that can double as a lactation room.



Administration

Student Support Services

Space Characteristics	
Subareas and Quantities	Guidance Counselor Office
	3 Social Worker Offices
	Behavioral Analyst Office
	Psychologist Office
	Dir. Of Equity Office
	Student Success Advisor Office
	2 ELA/Math Specialist Workstations
Square Footage	2,171 NSF (includes support spaces)
Occupancy	Guidance Counselor Office: 1 + 4-6 guest seats
	Social Worker Offices: 1 + 4-6 guest seats per office
	Behavioral Analyst Office: 1
	Psychologist Office: 1 + 4-6 guest seats
	Dir. Of Equity Office: 1 + 4 guest seats
	Student Success Advisor Office: 1 + 4 guest seats
	Specialist Workstations: 2 workstations in a shared office

Building Support

Educational Purpose

Building support areas include the building lobby, custodial offices and workrooms, loading dock, storage areas, lockers, and other service areas that support a functioning school . Lockers for each student will be incorporated into the academic area of the building.

Desired Adjacencies

Lockers should be located within the academic portion of the building. Some support spaces will need direct access to the outdoors or be centrally located to provide ease of supplies distribution throughout the building.

Characteristics:

Locker areas for students will be incorporated into corridors or common areas within the academic portion of the building. Lockers will be two-tier and will provide storage for the peak projected enrollment, plus an additional buffer to support future enrollment growth (644 total). Custodial spaces should contain appropriate storage, workstations, furniture, and lighting to support the intended use.

Building Support

Space Characteristics	
Subareas and Quantities	Custodial Office
	2 Custodial Staff Locker Rooms
	Custodial Staff Toilet Room
	Receiving / Holding Room
	Central Supplies Storage Room
	Equipment Storage Room
	Custodial Workroom
	Trash / Recycling Room
	Loading Dock (not included in Building Area)
	Building Lobby
	Student Locker Allocation
Square Footage	2,703 NSF (includes support spaces)
Occupancy	Custodial Office (1 desk)
	2 Custodial Staff Locker Rooms: 3– full height lockers each
	Custodial Staff Toilet Room
	Receiving / Holding Room
	Central Supplies Storage Room
	Equipment Storage Room
	Custodial Workroom
	Trash / Recycling Room: 2– carts
	Loading Dock (not included in Building Area)
	Building Lobby
	Student Locker Allocation: 644 two-tier lockers

Total Program Area and Gross Square Footage

A total program area of 78,103 net square feet was described on the prior pages and includes the School Based Health Center (SBHC). Excluding the SBHC program, the total reimbursable program area is 77,583 net square feet. It is important to note that the program area (also known as net square footage, or NSF) does not factor in building infrastructure such as wall thickness, restrooms, circulation, and building utilities. Typically the program area makes up 62% to 65% of a building's total area (gross square footage) while the remainder is used for building infrastructure. For the purposes of conceptual design and cost estimating, it was assumed the program area will make up 63.5% of the building's gross square footage. This results in a total gross square footage of 122,997 square feet.

Total Reimbursable Program Area:	77,583 NSF (excludes SBHC at 520 NSF)
Total Program Area:	78,103 NSF
Efficiency Factor:	63.5%
Building Infrastructure:	44,894 SF
Gross Square Footage (GSF):	122,997 GSF



4. Building Systems

All construction associated with the new Ansonia Middle School shall be designed and constructed in compliance with local, state and federal building codes and other codes or Connecticut General Statutes applicable to school construction, enacted at the time the building design is submitted for a building permit

Safety and Security Systems

General

The new Ansonia Middle School shall be designed to employ guidelines of the Connecticut School Safety Infrastructure Criteria as required by Connecticut General Statutes

Main Entry

The main entry should be designed with the following features:

- Single point of building entry for visitors during normal operating hours with a secured vestibule permitting access via remote "buzz-in" from a security post, or administrator that has video surveillance of the visitor requesting access.
- Ballistic resistant, and/or forced-entry resistant glazing systems in secure door and window framing at locations around the building exterior as determined by the building committee.
- Designed to maximize natural surveillance to the school building and grounds.

Access Control System

All building entry points and internal doors to spaces designated for access control shall be controlled by card, fob, or keypad access.

Separation of Community Use Areas

Community use areas such as the gymnasium and black box theater should be securely separated from educational program areas. Community use areas should be designed to provide access and egress to the public and have adequate bathroom facilities to support community use outside of school hours.

Intrusion Detection System

The building will contain an electronic security system with digital video surveillance at all points of entry and operable windows.

Fire Alarm System

The building will incorporate a fully addressable analog, manual, and automatic fire alarm system.

Fire Protection System

The entire building will include an automatic sprinkler system that meets current code standards. Open flame cooking devices will be protected with automatic extinguishing devices in compliance with current code standards. Finally, portable fire extinguishers will be provided in accordance with current fire codes.



Technology

General

All normally occupied teaching spaces, offices, staff rooms, administrative spaces, mechanical rooms, kitchen, and receiving area should be linked by a telephone and speaker which provides public address, emergency, outside line access, and internal private communications. A minimum of the following functions:

- All spaces, indoor and outdoor, shall receive emergency call announcements;
- Ability to switch all calls to specific telephones after hours;
- Ability to access intercom system from outside the school;
- Ability to limit out of local area calls from specific phones;
- High volume "night bells" for telephone system;
- All offices and teaching spaces to be equipped with networked computers for staff members;
- All classrooms to have networked computer communications and built-in interactive flat-panel displays;
- Voice, data and video broadcast and reception capability, including multi-channel communication, available for all teaching stations and the main office (including through an integrated communication system).
- All cabling should be fiber optic with OCT connections.
- Spare conduit or cabling trays should be included for future upgrades and expansion.
- The building should be canvased and supported by ample WAN points for optimal wireless network coverage.
- Remote media retrieval system in each classroom.

Public Address System

A public address system will support both internal building communications and external communications. This system should be designed in conjunction with other technology and communications components of the building.

Phone System

A comprehensive district-integrated phone system will be installed and should be designed in conjunction with other technology and communication components of the building. Phones should be installed in each office, instructional, and support space.

Mechanical Systems

Heating, Ventilation, and Air Conditioning (HVAC) Systems

The new Ansonia Middle School shall be designed and built to meet or exceed the State of Connecticut's High Performance Building Standards (CT-HPBS) in accordance with Chapter 298, section 16a-38k of the Connecticut General Statutes. The building will contain mechanical heating and cooling systems. The heating system will consist of high efficiency boilers. The air conditioning system should maximize energy efficiency to the extent practicable.

Electrical Systems

The electrical system will be designed to meet current code standards. An emergency generator will be provided. The building should be designed to accommodate future roof-mounted solar infrastructure. Electrical vehicle (EV) charging stations will be provided on site in accordance with current requirements. Installation of underground infrastructure such as conduits should be considered as part of the site design process to accommodate future EV charging station expansion.

Plumbing Systems

All plumbing will comply with current code standards. Fixtures that minimize water usage are desirable.



5. Interior Building Environment

Accessibility

The entire facility shall be accessible for all students, staff and visitors and comply with all accessibility codes in-force at the time the building is permitted for construction, inclusive of wayfinding and signage.

Acoustics

Learning spaces in the building shall be designed to comply with all applicable acoustical performance requirements.

Lighting

Maximize natural daylighting for building illumination as much as practical, to be supplemented with artificial lighting to provide appropriate light levels for the intended function of each space. Artificial lighting fixtures shall be LED as much as possible and the building shall be designed to minimize lighting power density as much as possible, while maintaining adequate lighting levels.

Comfort

The building shall be designed to provide thermal comfort for all occupants with controls that will permit individual temperature adjustment for individual spaces. Refer to HVAC system in Chapter 4.

Floors

Finish flooring shall be specified to suit the function of the space in which it's installed. Generally resilient flooring materials that provide durable, easy-to-clean and maintain shall be used for the majority of spaces. Specialty areas may warrant more decorative or water/slip resistant flooring applications such as the entrance lobby, or rest rooms and kitchen spaces respectively. All carpeting should be hypoallergenic.

Ceilings

Ceilings shall be predominantly suspended acoustical tile, with gypsum -board, or other specialty ceiling systems specified for unique areas as appropriate for the function, or desired aesthetic effect.

Walls

Wall construction shall be unit masonry construction for areas of high abuse and limited supervision, inclusive of but not limited to corridors, stair wells, rest rooms, locker rooms and service areas. Metal framed, gypsum-board wall construction shall be used for areas where greater supervision is afforded and for spaces for lighter duty service, such as offices within administrative areas and demising walls between classrooms. Wall construction shall be designed to provide appropriate sound isolation between various uses to afford privacy and/or control intrusive outside noise sources into spaces as appropriate for the use, or as otherwise

required by applicable codes.

Windows & Doors

Windows and doors shall be energy efficient and low maintenance. Security glazing shall be included in strategic areas in accordance with the district's security plan. Door hardware shall be keyed to a building master key system that is also compatible with a Board of Education grand master system. Classroom doors shall include a lockset function consistent with the district's security plan.

Furnishings & Equipment

Furnishing and equipment in all areas of the building shall be new, except where the Superintendent of Schools approves specific items available from elsewhere in the district that is appropriate for the need and in sufficiently good condition to be placed in service at the new facility. Technology equipment in all areas of the building shall be new.

6. Site Program

Site Acquisition

Ansonia Public Schools has identified two parcels located at 64-74 Pulaski Highway as the preferred site for the new Ansonia Middle School, with the site totaling 24.9 acres. The City is currently engaged in good faith efforts to acquire the properties from the current owners. If those efforts are not successful, the City will pursue the eminent domain process pursuant to the powers granted in Connecticut General Statutes section 48-5. Site acquisition costs are included in the project reimbursement request.

Accessibility

There will be at least three primary entrances to the building:

- The Main Entrance for visitors and parent pick drop off/pick up
- Student entrance for bus drop off/pick up
- Central Office entrance

Active and passive security measures will be incorporated into the design in accordance with School Safety Infrastructure Council requirements. Adequate and appropriate lighting and monitoring activities will occur at each entrance. Covered walkways should be provided to provide shelter for students entering and exiting the building. Perimeter fencing will be provided around the site.

Drives and Parking

Separate bus loading areas and parent drop-off areas should be incorporated into the site design and should provide safe sight lines for vehicles and pedestrians. Bus loading areas should be configured as one-way driveways with loading and unloading of students occurring on the right-hand side of the vehicle adjacent to the student entrance. Parent drop-off areas should be configured similarly, albeit separate from the bus loading areas and located near the Main Entrance.

The site will contain adequate parking for staff, visitors, and Central Office personnel, in accordance with local zoning regulations and ADA requirements. Visitor parking should be located near the main entrance. Some parking should be provided near the outdoor athletic fields in order to support after-hours community uses. This could also serve as overflow parking during special events. Electric vehicle (EV) charging infrastructure should be provided.

Walkways and Landscaping

Sidewalk connections should be provided along the frontage of Pulaski Highway, with connections along the access driveway to the school. Fencing and gates should be provided along the sidewalk connections for site security purposes. Sidewalks should be provided between parking and drop-off areas and building entrances, and driveway crossings should be minimized to the extent possible. A walkway connection between the outdoor athletic fields and Coe Lane is desirable, as this can serve as a potential walking route to the High School.

Landscaping should be provided to blend the building into its natural setting and also and enhance student connections to the outdoor environment. Vegetative buffers should be incorporated along the property lines

Recreational Facilities

The New Ansonia Middle School will support expanded physical education and extracurricular sports programs by providing additional field space compared to the current middle school site. AMS currently provides extra-curricular outdoor sports for baseball and softball. In the future, the district wishes to expand offerings to include boys and girls soccer, and track & field. The new AMS site is located within one-half mile of Ansonia High School (AHS), and these fields could also serve AHS programs as well. The following fields are included in the District's desired site program:

- Full-sized artificial turf multi-purpose field
- Recreational running/walking path or track
- Youth-sized soccer field
- Baseball field
- Softball field

Fields should be located near the gymnasium and should have parking located in close proximity to support community uses.

7. Sustainability

In general, the new Ansonia Middle School shall be designed with sustainable principles to provide a school facility that positively impacts the well-being of students, staff and the community, reduces the consumption of energy, water and the production of waste. The design shall employ design strategies to provide high indoor air quality and maximize daylighting for building illumination and occupant well being.

Connecticut High Performance Building Standards (CT-HPBS)

The new Ansonia Middle School shall be designed and built to meet or exceed the State of Connecticut's High Performance Building Standards (CT-HPBS) in accordance with Chapter 298, section 16a-38k of the Connecticut General Statutes. Project goals related to this standard include:

- In general, exceed CT HPBS minimum strategies (target 35-40)
- Reduce potable water consumption by at least 30%
- Reduce water consumption for landscaping by 50%
- Recycle, or salvage at least 75% of construction debris
- Use at least 20% recycled content materials
- Use at least 20% local materials
- Site Selection and Development (Target 6)
- Operations and Procedures/ Innovation (Target 2)

Net-Zero Initiative

The new Ansonia Middle School shall consider net-zero energy strategies and work toward a goal of a net-zero energy facility to showcase the District's commitment to sustainability while also lowering operational costs.

- Initial Energy Use Intensity (EUI) target – Site: 20 kBtu/square foot per year
- Consider on-site energy generation, such as photovoltaic panels, ground-coupled heating & cooling plant (aka geothermal) to further reduce the EUI to zero, or net-positive.

WELL Building Standard

Building designers shall consider WELL Building Standard strategies for creating environments that enhance the health and wellbeing of the building occupants.

Recycling

The new Ansonia Middle School shall include a comprehensive recycling program that includes recycling containers separate from trash receptacles in all occupied spaces to collect post-consumer waste for mixed stream recycling.

8. Community Uses

The new Ansonia Middle School will support a arrange of community uses. Some of the groups that will regularly use the facility include:

- Parent-Teacher Organization (PTO)
- City Boards and Commissions
- Civic Organizations
- City of Ansonia Recreation Department
- Recreational Sports Programs
- Voters (facility will serve as a polling place)

New Ansonia Middle School

Proposed Architectural Space Program

Academics				
Classrooms	Occupancy	NSF	Quantity	Total Area
Core Classrooms	28	850	24	20,400
Storage For Instructional Materials & Equipment	-	200	3	600
Group Study Rooms	6	150	3	450
<i>Classrooms Subtotal</i>				21,450
Science Labs	Occupancy	NSF	Quantity	Total Area
Science Class-Lab	24	1,200	6	7,200
Science Prep & Storage	-	240	3	720
<i>Science Labs Subtotal</i>				7,920
Academics Subtotal				29,370
Specialty Learning Labs				
Business	Occupancy	NSF	Quantity	Total Area
Business Computer Classroom	24	1,000	1	1,000
Business Makerspace	12	540	1	540
<i>Business Subtotal</i>				1,540
Tech Trep	Occupancy			
Tech Trep Studio	30	1,350	1	1,350
- Printer Alcove	-	80	1	80
<i>Tech Trep Subtotal</i>				1,430
Shared Specialty Spaces	Occupancy			
Team-Based Learning Theater	60	2,100	1	2,100
Specialty Learning Subtotal				5,070
Arts				
Visual Art	Occupancy	NSF	Quantity	Total Area
Art Studio	28	1,260	1	1,260
Project Storage	-	100	1	100
Supplies Storage	-	100	1	100
Kiln	-	80	1	80
<i>Visual Arts Subtotal</i>				1,540
Music & Performing Arts	Occupancy	NSF	Quantity	Total Area
Music Classroom	28	1,260	1	1,260
Band Room	60	2,100	1	2,100
Practice Rooms	-	100	2	200
Instrument Storage	-	320	1	320
<i>Music & Performing Arts Subtotal</i>				3,880



New Ansonia Middle School

Proposed Architectural Space Program

Arts				
Black Box Theater	Occupancy	NSF	Quantity	Total Area
Black Box Theater	200	3,700	1	3,700
Black Box Storage	-	300	1	300
Black Box Light / Sound Control	-	300	1	300
Scenery Prep / Storage	-	600	1	600
<i>Black Box Theater Subtotal</i>				4,900
Arts Subtotal				10,320

Special Education				
AMS Special Education	Occupancy	NSF	Quantity	Total Area
Speech Language Offices	1	120	2	240
SPED Secure File Storage Room	-	80	1	80
SPED Conference Room	12	264	1	264
Life/Work Skills Room	10	800	2	1,600
- Multi-Disab Bathroom		100	1	100
Occupational/Physical Therapy	0	500	1	500
Sp Ed Classroom	14	588	6	3,528
SPED Equipment Storage	-	150	1	150
Outdoor Learning Space	16	1,200		<i>outdoor space</i>
Special Education Subtotal				6,462

New Ansonia Middle School

Proposed Architectural Space Program

Library/Learning Commons					
Library/Learning Commons	Occupancy	NSF	Quantity	Total Area	
- Stacks (Only)	-	280	1	280	
- Reading Zone	16	560	1	560	
- Circulation Station	-	80	1	80	
- Presentation Area	20	620	1	620	
- Study Rooms	6	150	2	300	
Storage & Supplies	-	100	1	100	
Library Workroom	4	200	1	200	
IT Storage	-	200	1	200	
Learning Commons Subtotal				2,340	

Food Service					
Food Service	Occupancy	NSF	Quantity	Total Area	
Cafeteria Seating	200	3,200	1	3,200	
Kitchen, Dishwashing, Food Prep	-	1,285	1	1,285	
Storage; Cold, Dry, Freezer	-	700	1	700	
Food Service Office	-	100	1	100	
Food Service Lavatory	-	65	1	65	
Food Service Lockers	-	150	1	150	
Faculty & Staff Dining	15	525	1	525	
Food Service Subtotal				6,025	

Physical Education					
Physical Education	Occupancy	NSF	Quantity	Total Area	
Gymnasium	48	6,800	1	6,800	
- Bleachers	150	675	1	675	
Exercise/Fitness Room	12	900	1	900	
Lockers W/ Toilet Rooms	-	600	2	1,200	
Offices	2	200	2	400	
PE Storage	-	600	1	600	
Athletic Storage	-	600	1	600	
PE Teacher Bathroom	-	65	1	65	
Health Classroom	24	750	1	750	
<i>Physical Education Total</i>				<i>11,990</i>	
Physical Education Subtotal				11,990	



New Ansonia Middle School

Proposed Architectural Space Program

Administration				
Main Office	Occupancy	NSF	Quantity	Total Area
Principal Office	1	120	1	120
Asst Principal Office	1	120	1	120
SRO Office	1	120	1	120
Resource Officer Office W/ Monitors	2	160	1	160
Admin Asst Workstations	2	160	1	160
Attendance Officer Workstation	1	80	1	80
Attendance Clerk Workstation	1	80	1	80
Climate Advisor Workstation	2	160	1	160
Check-In Worksta	1	60	1	60
Conference Room - Main Office	16	352	1	352
Kitchenette	-	60	1	60
Copy / Workroom	-	200	1	200
Mailroom	-	200	1	200
Main Office Waiting	6	120	1	120
Records Storage - Main Office	-	120	1	120
Toilet Room	-	65		<i>in GSF</i>
In-School Suspension	12	420	1	420
Main Office Subtotal				2,532
Health Suite	Occupancy	NSF	Quantity	Total Area
Nurse's Office	1	120	1	120
Cot/Resting Space	3	240	1	240
Nurse Examination Room	-	140	1	140
Records Storage - Health Suite	-	100	1	100
Prep Area	-	80	1	80
Health Suite Waiting	6	120	1	120
Toilet Room w/ Changing Table	-	100	1	100
Toilet & Shower Room	-	100	1	100
School-Based Health Clinic (SBHC)				
SBHC Nurse Office	1	120	1	120
SBHC Mental Health Clinician Office	1	180	1	180
SBHC Examination Room	-	140	1	140
SBHC Receptionist Workstation	1	80	1	80
SBCH Subtotal				520
Health Suite Subtotal (includes SBHC)				1,520

New Ansonia Middle School

Proposed Architectural Space Program

Administration				
<i>Student Support Services</i>	<i>Occupancy</i>	<i>NSF</i>	<i>Quantity</i>	<i>Total Area</i>
Counselor Offices	1	180	1	180
Social Work Offices	1	180	3	540
Psychologist Offices	1	180	1	180
Student Success Advisor Office	1	140	1	140
Dir of Equity Office	1	140	1	140
Behavioral Analyst	1	120	1	120
Workroom	-	100	1	100
Conference Room	8	176	1	176
Waiting Seats	6	120	1	120
Records Storage	-	120	1	120
Testing Room	-	120	1	120
ELA/Math Specialist Workstation	2	80	2	160
Quiet Room / Lactation Room	0	75	1	75
<i>Student Support Services Subtotal</i>				2,171
Administration Subtotal				6,223

Building Support				
<i>Building Support</i>	<i>Occupancy</i>	<i>NSF</i>	<i>Quantity</i>	<i>Total Area</i>
Office	1	100	1	100
Custodial Staff Locker Rooms	3	100	2	200
Custodial Staff Toilet Rm	-	65	1	65
Receiving / Holding Rm	-	300	1	300
Central Supplies	-	250	1	250
Equipment Storage	-	250	1	250
Workroom	-	200	1	200
Trash / Recycling	-	100	1	100
Loading Dock	-	600	1	outdoor space
Lobby	-	800	1	800
Locker Allocation	644	438	1	438
Building Support Subtotal				2,703

Total Program Area (NSF)	80,503
Efficiency Factor	63.5%
Building Infrastructure	46,273
Total Gross Square Footage	126,776





Educational Specifications

Ansonia Public Schools Central Office

Prepared for Ansonia Public Schools by,



April 24, 2023

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Acknowledgements

To assist in the planning and feasibility for Ansonia's Central Office space, Ansonia's Board of Education engaged the services of the SLAM Collaborative educational specifications, conceptual plans and cost estimates. This effort was done concurrently with planning efforts for a new Ansonia Middle School. These educational specifications were developed by the Ed. Spec. Committee, comprised of the following individuals who participated in an iterative and collaborative process over the course of several months.

Joseph DiBacco, Superintendent

Stephen Bergin, Asst. Superintendent

Robert Evans, Dir. of Facilities

Kelly Balanca, 6th grade Teacher

Stefanie Savo, Dir. of Special Services

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John LaRovera, Dir. Of Math & Science

Kayla Jarrin, Dir. of ELA & Social Studies

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Robert Lisi, Youth and Family Outreach Officer

Thomas Zenowitz, Asst. Dir of Pupil Services

Monica Skakacz, Nursing Supervisor

Kevin Benham, Dir. of Food Services

Vincent Pastore, Dir. of Technology

Steve Marchetti, AMS Asst. Principal

Rubin Little, Business Teacher

Patricia Boyle, HR/Finance Coordinator

Charles Stankey, Dir. of Security

1. Introduction & Project Rationale

Currently, Ansonia Public School's central office is located at 42 Grove Street, about one block from Ansonia Middle School. The existing site consists of two parcels approximately 0.78 acres. The City owns one of the parcels. The site consists of the main administrative building (roughly 2,900 GSF), a ~1,900 GSF modular building, and a ~450 GSF trailer. The buildings are not large enough to support the district's administrative functions. The modular building was added to the site as a short-term solution to the district's space needs while a longer term solution was identified. In addition to not being large enough, there are several major deficiencies in the existing space:

- The three buildings on the site are not physically connected, which poses serious safety and security concern for the district. This also impedes staff coordination and collaboration.
- The modular building, which serves also serves as conference meeting space, and trailer lack plumbing and restroom facilities. Staff using these spaces must walk outside to the main administrative building to access these facilities.
- The main administrative building is over 50 years old and in need significant capital investments.
- There is a lack of adequate and appropriate spaces for meetings, professional development, and community-use functions.
- There are no ADA-compliant walkways between buildings. Addressing this would be difficult given the size and topography of the site.
- On-site parking is limited, particularly for visitors.

Construction of a new central office space has been at the forefront of the district's Long Range Facilities Planning efforts, which began in 2018. As part of those planning efforts, the district looked at a range of options, such as building central office space as part of a new middle school or a separate standalone facility. Both the existing central office site and new sites were evaluated.

Given the size of the existing site, it was recommended that the central office be relocated to a new site, with the co-location of central office and a new middle school being the preferred option. Implementation of the preferred option was paused for two years while the City of Ansonia conducted a school regionalization study with neighboring Derby. Ultimately, the regionalization study recommendations are not moving forward, and therefore, the District seeks to move forward with a new central office, incorporated into the larger Ansonia Middle School project. .





The existing Central Office space located at 42 Grove Street. The site consists of the main building (1), modular building (2), and trailer (3).

Ansonia Public Schools (APS) seeks to construct a new space that provides secure and sufficient space for its central office administrative functions. The proposed plan envisions central office being incorporated as a wing of the new middle school building, allowing the district to take advantage of economies of scale for both projects (such as shared walls, building systems, and site features). This will allow the district to meet the needs of both projects in the most cost-effective manner. In addition, this will allow central office staff to leverage spaces in the middle school for meetings and professional development opportunities. A separate Educational Specifications document was prepared for the new Ansonia Middle School.

2. Space Program

Central Office

Educational Purpose

The central office will provide safe and appropriate space for the District's administrative and support functions, including the superintendent and assistant superintendent, pupil services, business, finance, human resources, and youth and family services staff.

Desired Adjacencies

The central office should have its own dedicated entrance and parking area that is separate from the new Ansonia Middle School. The waiting area should be located adjacent to the dedicated central office entrance. Staff within each of the functional areas (Superintendent, Assistant Superintendent, Pupil Services, Business & Finance, and Outreach) should be located near one another to maximize staff collaboration. Registration specialists should be located adjacent to the waiting area.

Characteristics:

The central office will be designed to create a welcoming environment for both staff and visitors. The space program envisions a mix of offices and open workstations for 19 full-time and part-time central office staff. Each space should contain furniture, finishes, and décor aligning with the function of each space. Offices should contain a typical workstation, lockable storage, and a small table with between two (2) to four (4) guest seats, depending on the user. Adequate and secure record storage will be provided. There are anticipated to be six (6) filing cabinets in storage, eight (8) filing cabinets for active files near the workstations, and twenty-three total (23) 3-drawer filing cabinets total.

Support Spaces

The central office will contain a range of shared support spaces. The waiting room will contain four (4) waiting seats and a work counter with six (6) seats to support paper and digital registration forms. The kitchenette will contain a full-sized refrigerator, sink coffee maker, and microwave. A large conference room and small conference room will provide flexible meeting spaces. Additional support spaces include a copy/workroom, a lactation/quiet room, and two toilet rooms. One of the toilet rooms should be a family restroom located adjacent to the waiting area.

Central Office	Occupancy	NSF	Quantity	Total Area
Superintendent's Suite				
Superintendent's Office	1	180	1	180
Executive Secretary Workstation	1	100	1	100
Asst. Superintendent's Suite				
Assistant Superintendent's Office	1	180	1	180
Executive Secretary Workstation	1	100	1	100
Director of Curriculum Workstation	2	200	1	200
Pupil Services				
Director of Pupil Services Office	1	120	1	120
Asst. Director of Pupil Services Office	1	120	1	120
Pupil Services Workstation	2	200	1	200
Registration Specialist Workstation	1	100	1	100
SPED Archive File Room	-	350	1	350
Pupil Services Copy / Workroom	-	150	1	150
Businesses & Finance				
Business Manager	1	140	1	140
Grant Manager	1	120	1	120
Payroll Office	1	120	1	120
HR/Finance Office	1	120	1	120
Accounts Payable - Local Workstation	1	100	1	100
Accounts Payable - Grant Workstation	1	100	1	100
Payroll File Room	-	120	1	120
Accounts Payable File Room	-	120	1	120
Outreach				
Family Engagement Coord Workstation	1	100	1	100
Youth Family Outreach Workstation	1	100	1	100
Shared Support				
Kitchenette / Break Room	-	180	1	180
Waiting Seats	10	300	1	300
Large Conference Room	18	450	1	450
Small Conference Room/ Visiting Office	8	180	1	180
Copy / Workroom	-	240	1	240
Lactation / Quiet Room	-	80	1	80
Toilet Rooms	-	70	2	in GSF
Central Office Total				4,370

Total Program Area (NSF)	4,370
Building Infrastructure	1,311
Total Gross Square Footage	5,681

Note that building infrastructure is a smaller percentage of the gross square footage than is typical due share building infrastructure spaces with Ansonia Middle School

3. Other Information

The new central office space will be incorporated into the new Ansonia Middle School and the two spaces will share a site and physical building (inclusive of building systems). Please refer to the Educational Specifications for the new Ansonia Middle School for information on the following:

- Building Systems
- Interior Building Environment
- Site Program
- Sustainability
- Community Uses



Site Concept Plan

