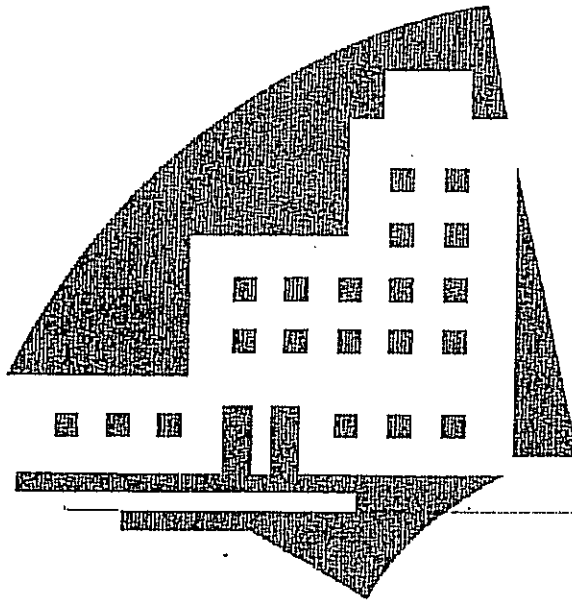


Capital College Preparatory
Inter-district Magnet High School
at
Capital Community College



Hartford Public Schools
Hartford, Connecticut

Educational Specifications for a New Facility

June 1, 2004

**Capital College Preparatory
Interdistrict Magnet High School
at
Capital Community College**

**Hartford Public Schools
Magnet School Office
Hartford, Connecticut**

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PROJECT RATIONALE

The City of Hartford has struggled for the several decades in its attempt to send students to four year colleges. In a recent report from the Mayor's Office, last year Hartford's public high schools sent less than 30% of its graduating seniors to four year institutions. This is well below the state average and needs to be improved. It is our major intention through this building grant to be able to construct a permanent home for an innovate program that will encourage middle and high school students from Hartford and surrounding suburban communities to peruse a college education.

Additionally, this magnet school is propelled by the Sheff v O'Neill law suit that requires integration by race of the Hartford Public Schools. This new magnet school will fulfill this mandate by attracting white suburban students. In fact, the ethnic and racial composition of the magnet will closely parallel that of Capital Community College with a student enrollment 38% African-American, 32% white, 25% Latino/Latina, 6% Asian-American. The existing multi-cultural environment of the College will be a foundation on which to recruit and build a culturally vibrant and ethnically diverse magnet school.

The basic mission, core philosophy and unique focus of the Capital College Preparatory School is to motivate students towards the pursuit of a four year college education and a life long commitment to justice in society as a result of their participation in the School's twelve month, six year academic calendar. By developing positive self-esteem through an academically challenging and culturally enriched curriculum, the magnet school will meet the students' intellectual, support and social needs.

The major goals of the school are to:

- Enhance student success through the provision of smaller, more personalized learning communities
- Raise student academic and career aspirations through exposure to the college campus environment and through the opportunity to earn college credits while still in high school
- Provide an innovative learning environment that helps students from diverse backgrounds develop the values, self-discipline, work habits, academic and life skills needed to achieve success
- Provide the opportunity for students from urban, rural, small town and suburban environments to come to know one another and to gain practice in building teams and community
- Provide opportunities for leadership development for all students, especially for those whose backgrounds may be socially, economically, or geographically isolated

- Provide an environment in which college and high school faculty can collaborate to develop learning activities, which can serve as a model for improving the pre-college preparation of high school students.

The proposed permanent location of the Capital Magnet School is adjacent to Capital Community College's new campus that occupies the former G. Fox department store on Main Street in the center of downtown Hartford. Until the construction is complete the Magnet School will share space within the College's new site.

This location has a number of distinct benefits for the new magnet school. First, the site is at the nexus of the region's transportation network. Close by is the terminus of the public bus system as well as the intersection of the area's two interstate highways. Second, the site is within walking distance of many important educational, cultural, business, recreational and governmental venues including the City Library, Bushnell Park, two repertory theatres, City Hall, the State Legislature and Governor's offices, access to green space along the Connecticut River, major corporate offices, the Wadsworth Athenaeum, the area's premier art museum, the State Library, and the new museum of the Connecticut Historical Society. Capital Community College has already woven itself into the fabric of the city, placing interns at hospitals, corporations and the legislature. Joint programs have been initiated with the Hartford Stage Company and ESPN. The vitality of the magnet school will also be enhanced by, in effect, using the city as a classroom. Therefore, the Capital College Preparatory School will incorporate the established relationships of the College and other nearby attractions to enrich student's educational experience.

Through the Connecticut Collegiate Awareness and Preparation initiative, the college has over five years experience in hosting middle and high school students on campus. The College has established procedures to share space, to oversee the program and to integrate it into the life of the College. Each summer, one hundred-thirty Connecticut Collegiate Awareness and Preparation students in grades seven through twelve participate in a six week program of study at the college. Connecticut Collegiate Awareness and Preparation's high school seniors already take college courses at Capital Community College both during the summer and the regular academic year. Connecticut Collegiate Awareness and Preparation's staff offices are at the College and Connecticut Collegiate Awareness and Preparation students and their parents are on campus periodically for meetings, programs and many are enrolled in classes themselves. It is clear that the Connecticut Collegiate Awareness and Preparation has served as a pilot for how the College can effectively support high school students on campus.

The development of the physical plant for the magnet school will be divided into two phases. For the first three years, from June 2004 to June 2007, the school will be housed at Capital and will use college classrooms, science and computer laboratories, common space, cafeteria and library. In June 2008 a new high school will be completed on property close to the College.

In designing the new physical plant the goal will be to make sure that students feel that they are part of a larger college community. The new magnet school will contain classrooms, laboratories, common space, and athletic facilities. However, in order to create efficiencies and maintain linkages, the new magnet will use College space including the library, cafeteria and

computer infrastructure. Moreover, Capital Magnet School facilities will be available to the College during times that they are not in use. In general, magnet school students will have all the privileges of college students, will use parts of the college on a regular basis and will be welcomed at college events and productions.

Beyond sharing physical space, the two institutions will establish close relationships between the staffs and faculties. These connections occurring on a variety of levels will be productive and mutually beneficial. For example, magnet school teachers will be offered adjunct positions at the College; college teachers will be utilized to teach college courses to magnet school students; the administrations of the two institutions will work collaboratively to foster communication and cooperation; the principal of the magnet will have a position on the College president's cabinet; magnet and college faculties and staff will participate in joint professional development activities.

The class schedule of the two institutions, the College and School, will be aligned to facilitate high school students taking college courses. The magnet school classes will copy the college schedule of one hour and twenty minutes with ten minutes between classes. These longer class times are educationally sound and an improvement of the 45 minute periods traditionally utilized for high schools since longer periods allow greater depth of discussion and learning.

Justice in society will be the theme of the new Capital Earl College. The School interprets justice in society broadly and intends this theme to subsume the history of the struggle for minority, labor and women's rights, as well as critical contemporary issues such as health care, income inequality, business, law and the environment. The School will challenge students to be individual high achievers by preparing them to complete their baccalaureate degree and beyond. Still, the ethos of the school will encourage students to view themselves as part of a community and be prepared to give something back. The College's central location and adjacent neighborhoods provide exciting opportunities for the Magnet schoolers to engage in meaningful community interaction without disrupting the schedule of their school day with long travel times.

The opportunity to infuse justice in society into the academic and service learning experience will provide a rich educational context for both inner city and suburban students. It is important that students from the inner city understand the origins and dynamics of poverty and inequality especially as they affect their own lives. Furthermore, suburban educators have stated that many of their students are looking for an ethnically diverse environment and one which explores salient issues facing our society. For both groups of students education becomes an antidote for despair and self-centeredness by demonstrating how knowledge may be used not only to analyze the world but also to suggest possibilities of change. Understanding how academic work can relate to their lives and real problems is a powerful motivator for young people. For instance, experiencing the challenges of servicing the homeless with Christ Church Cathedral, which is across the street from the College, provides students with a multi-level social and academic experience. The proximity provides opportunities for students to develop knowledge of the organization that would not be possible if they could only visit it once a month.

The School's commitment to justice in society and the extension of opportunity to the historically disadvantaged requires that students learn how to affect institutions. Students will

master methods of making their voices heard and have the opportunity to practice through involvement in local organizations and projects such as an AIDS awareness campaign or an election for office. Both City Hall and the State Capital are within ten minutes walking distance. Like the example of the shelter at Christ Church Cathedral, proximity allows students to get to know legislators, instead of just memorizing dates and names from a book.

LONG RANGE PLAN

This project falls under the long-range plan of the State Department of Education directed towards the creation of magnet schools within the Greater Hartford area. In addition, the construction of this new facility will assist the current needs of the supporting school districts by offering a choice to their high school students who have academic potential but do not fit into the traditional high school setting. The school will address the needs of the underserved students with an expected result of reducing economic isolation, racial segregation and the drop out rate of the participating school districts.

This project integrates into the city, state and region's need to produce academically prepared students from historically disadvantaged populations. Through longitudinal, comprehensive and supportive activities, each child will be afforded the opportunity to be prepared to matriculate at a four-year college upon graduation.

Capital College Preparatory Magnet is a year-round school. Students will attend classes in all of the twelve months. The traditional 180 day calendar will be extended to include a six week, 30 day, summer academy. This 210 day academic year will operate as trimesters. The trimester system will allow qualified students to graduate from high school with a diploma and the 60 credits that is required for an associate degree from the Sociology Department with a concentration in Justice in Society.

As a program Connecticut Collegiate Awareness and Preparation has proven its ability to attract suburban students, 75% of the students come from outside of Hartford, to serve the historically disadvantaged, 100% of the students are either low income and/or first generation collegiates and send these students to college, every year for the past five years 100% of the students have gone on to four-year colleges. Integration that is meaningful and mutually beneficial is the crux of the spirit of the magnet movement. The Capital College Preparatory Magnet has been conceived to fulfill the spirit of the legislation while meeting the needs of the community and the students.

Simply stated, the goals of the new magnet school are to provide a classic college preparatory education to many disadvantaged students who would not otherwise have the opportunity. Additionally, the program is developed to entice students from the surrounding suburbs to participate in a shared objective of college acceptance and continuation of a degree program. The program exposes students to college by making them college students while they are still in high school.

This dual enrollment status in college and high school will provide each student with the academic rigor of college. Unlike "college-level" high school courses, Capital College Preparatory curriculum will be laced with full-scale academic and interpersonal immersion in a college curriculum. Students will do more than visit a campus or take some classes. It is the goal of the school to send all of its graduates to a four year college with as many as 60 actual college credits.

THE PROJECT

Both the Hartford Public School and the Mayor of the City have clearly stated the need to send more students from Hartford to college. From the curriculum to the physical plant Capital College Preparatory will be acutely focused on sending students to college. To achieve this goal the school will be structured to include both high expectations and support. Remediation is integral to the design and an identified need within the system. Capital College Preparatory will be a viable option for college preparation for both suburban and urban students.

Additionally and as stated earlier, this magnet school is being developed and directed by the Sheff v O'Neill law suit that requires integration by race of the Hartford Public Schools. This new magnet school will fulfill this mandate by attracting white suburban students. In fact, the ethnic and racial composition of the magnet will closely parallel that of Capital Community College with a student enrollment of African-American, white, Latino/Latina, and Asian-American. The existing multi-cultural environment of the College will be a foundation on which to recruit and build a culturally vibrant and ethnically diverse magnet school.

Students will enter Capital College Preparatory in the summer prior to the 7th grade. They will be expected to stay with the school through their graduation from high school. This is where the fusion of the Connecticut Collegiate Awareness and Preparation Program and early college models take shape. Students will attend classes during the traditional school year and then, true to the Connecticut Collegiate Awareness and Preparation Program model, they will participate in an additional six week summer semester. The school will operate year round, consistent with a college schedule, where courses are offered year round. Also consistent with Connecticut Collegiate Awareness and Preparation Program, students will receive year round academic support. Each will be assigned an academic advisor who will assist them in the selection of courses, academic skill development and goal setting. Consistent with the academic support and high expectations of the Connecticut Collegiate Awareness and Preparation Program model, the early college paradigm requires that students begin college courses while still in high school. Capital College Preparatory will set out to encourage students to receive an associate degree simultaneously as they receive their diploma.

Each student will be prepared for matriculation at a four year institution. The course offerings will develop the skills, foundation and habits of a college going student. Both the

lower school, comprised of the 7th and 8th grades, and the upper school, grades 9 through 12, will be organized around the *Curricular Goals and Standards of the Connecticut Framework*. The emphasis on early college exposure will afford students the opportunity to take college courses at Capital Community College. The courses will be selected from the Social Justice concentration that will be in the College's Sociology Department. The courses are listed below.

This year, 2004-2005, Capital's Connecticut Collegiate Awareness and Preparation Program began the transition from and out of school program into a year round school. 130 middle and high school students from Hartford, East Hartford, Bloomfield and Windsor are currently served. Through a grant from the Travelers Foundation, the Capital Connecticut Collegiate Awareness and Preparation Program will provide 50 juniors and seniors from the suburbs with the opportunity to take six college courses this year at no cost to them. They will also receive academic advising and college preparatory support. The intent of this year is to establish the organizational infrastructure to effectively run a school in the fall of 2005. Unlike other start-ups, Capital College Preparatory will begin with seven years of experience administering a pared down version of a middle and high school. The last of those years, 2004-2005, will most directly establish the organizational capacity necessary to open and operate effectively in the fall of 2005.

Curriculum Offerings

High School: College Prep Curriculum	Liberal Arts and Sciences: Justice in Society Sequence
	Interdisciplinary Studies 105: Introduction to Justice in Society
English 4 years	ENG 101 College Composition ENG 102 Intro to Literature.
Math 3-4 years (including algebra and trigonometry)	Math 080 Basic Algebra (non-credit) Math 131 Intermediate Algebra (3 credit) Math 113 Trigonometry (1 credit)
Science 2 or 3 years (including lab science)	Biology 101 Chemistry 111 Physics 111

Foreign Language 2-3 years	Spanish 101 & 102/201 & 202 French 101 & 102/201 & 202
Fine Arts (recommended)	Art elective Music elective
Social Studies 3 years (including U.S. History and civics)	American History I & II Social Science electives – 6 credits
	Liberal Arts electives – 6 credits Free Electives – 12 credits

PROJECTED STUDENT ENROLLMENT

At full enrollment Capital College Preparatory will serve 600 students in grades seven through twelve. It is expected that there will be a phase in enrollment plan for students over a 4 year period. Students will be gradually accepted into the school as the new school is being constructed for full student occupancy, in the school year 2008-09.

Noted below is the four year phase in plan starting in 2005-06.

Four Year Phase-In	2005-6	2006-7	2007-8	2008-9
Grade 7	70	90	90	100
Grade 8	70	80	90	100
Grade 9	60	70	90	100
Grade 10	40	60	70	100
Grade 11	30	40	60	100
Grade 12	10	30	40	100
Total Grades	280	370	440	600

LEARNING/EDUCATIONAL ACTIVITIES

Throughout this proposal it has been mentioned that the Capital College Preparatory Magnet School educational program is based upon two models. The first is the Middle College/Early College that allows students to simultaneously obtain an associates degree and high school diploma. The second is Capital Community College's Connecticut Collegiate Awareness and Preparation program which focuses on preparing low income first generation middle and high school students for college. Combining these two models Capital College Preparatory will be comprised of four key elements:

- A six year program of instruction from grades seven through twelve that prepares students to be successful in a four year college. The decision to include grades seven and eight in the magnet is based on an analysis of the performance problems within urban public schools. It was also based upon the success of Connecticut Collegiate Awareness and Preparation's 7th and 8th graders. We are confident that with six years of instruction we can produce high performing students. Although some progress has been made in the past few years, Hartford's performance indicators are among the lowest in Connecticut even among districts from the same Educational Resource Group. For instance nearly 70% of the elementary students are reading below grade level.
- An extended school year that includes a six week summer academy in addition to the regular school year. This is based on Capital's experience with the Connecticut Collegiate Awareness and Preparation. Its 130 students are in grades seven through twelve are drawn from Hartford, East Hartford, Windsor, and Bloomfield. The program has been a huge success with 100% of Connecticut Collegiate Awareness and Preparation students each year being accepted and winning scholarships to four year colleges. The six weeks during the summer is a significant reason why.
- A focus on justice in society. The Capital Magnet School curriculum will be infused with examples of the struggle for civil rights, economic independence and social equality. Students of all backgrounds will learn of ancestral history and cultural achievements in the context of utilizing this information to create an appreciation for the struggle of all groups for equal opportunity. Moreover, the underlying philosophy of the School will reinforce teaching equity and fairness to students so that they may use it in their personal and professional development.
- College courses will be taken in the freshman year of high school. Magnet School students will be expected to begin college work while in high school by taking courses at Capital Community College. Enrolling in college courses strengthens students' education by offering them a wide variety of subjects, depth of discovery as well as exposure to college work and expectations. By completing college courses while in high school, Capital Magnet graduates will have demonstrated the ability to perform at the college and have a greater probability of successfully transitioning into college and completing their baccalaureate degree.

BUILDING SPACE REQUIREMENT

The regular academic classrooms should be designed to allow flexibility for different teaching/learning styles such as lecture, group work and independent study. The front and back walls of the rooms should serve as presentation areas. All instructor stations will be located in the front of the classroom and will have the following components: computer with DVD drive, document camera, remote mouse and keyboard, telephone, VCR, sound amplification system with ceiling mounted speakers, projection screen, and touch screen Crestron control monitor panel. Also included within each classroom will be Smartboard technology. The location and configuration of all classroom educational technology equipment and systems will be consistent for all classrooms and laboratories to allow all faculties to use with ease and confidence. Instructional computers in the faculty offices should be similar to those in the classrooms. The similarity of the computers throughout the school and college provides uniformity of functionality and maintenance and reduces cost.

The classrooms should be large enough to accommodate seating for 20-25 students, a file cabinet, and a teacher station large enough to accommodate the equipment described above. Whiteboards will be located on at least two walls in each classroom. Also included should be lockable storage for teacher's personal items, storage shelves for books, and tack boards.

It is anticipated that 25 general-purpose classrooms will be needed as follows:

Classrooms	Approx. Sq. Ft.	Curriculum Subject
5	850	English
5	850	Mathematics
4	850	Social Studies/History
3	850	Electives/General Purpose
3	1,000	World Language Electronic Lab.
4	1,100	General Science/Biology Lab
2	1,100	Chemistry Lab
4	1,000	Computer Instruction Lab
6	400	Small Seminar Rooms

In addition to the classrooms above, there are to be six Small Group Instruction Areas of approximately 110 sq. ft. each within the academic classroom area. Within the science labs there will be four rooms of approximately 300 sq. ft. each.

Elective Subject Classrooms

In keeping with the traditional academic program and to meet graduation requirements, elective courses are included in the curriculum.

Some course offerings are still being determined and are not specifically identified.

- 2 Classroom for Art/Graphic with display (approximately 1,000 sq. ft.)
 - 3 Classrooms for Electives (approx. 1,000 sq. ft. each)
- Also included are spaces for storage and preparation of material

Special Education

It is anticipated that part of the general student population will be special need students. A single resource room for assisting these students is being planned.

- 1 Classroom Suite Concept (Resource Room) approximately 700 sq. ft.

SUPPORTING SPACES

Outline the required support facilities within the specific proposed project including areas for administration, health, guidance staff, food service custodial services and storage.

General Conference Center

This 3,000 square foot space will be used for large group meetings with the capability of accommodating approximately one half of the student body. It will be utilized in a variety of ways: for formal meetings and instructional purposes, such as seminars, workshops in which the students will participate; parent-student evening meetings; professional music and related art performances; student presentations; student recruitment; faculty meetings, and interdistrict personnel meetings.

Administration

The Principal will be located near the main entrance to the school. Its design and location should be the focal point upon entering the school. At minimum the area should contain the following:

Space	Square Footage
General Administrative Offices	400
Principal's Office and Conference Area	270
Principal's Secretary	100
Assistant Administrator Office	180
Receptionist/Attendance Clerk	150
Storage/Workroom	120
File Room	100

Academic Affairs

Academic Affairs, headed by the Academic Dean, will address issues of curriculum and instruction. It therefore will be located adjacent to the majority of the classrooms.

Space	Square Footage
Academic Dean	180
Receptionist/Attendance Clerk	150
Storage/Workroom	120
File Room	100

Student Services/Dean of Students

The Student Services', headed by the Dean of Students, offices will not be located in the traditional arrangement, i.e., near or adjacent to the administrative office. Rather, the offices are to be dispersed within the school and primarily near the student classrooms. An important concept of the school is that adults are to be positioned throughout the school making it easy for students to have access and communicate directly with adults. At minimum, the spaces should include the following:

Space	Square Footage
Dean of Students	200
Conference Room (PPT and other)	400
Career Counselor's Office	120
Connecticut Collegiate Awareness and Preparation Director	100
Connecticut Collegiate Awareness and Preparation Assistant	100
Connecticut Collegiate Awareness and Preparation Site Coordinator	100
Student Career Center	250
Psychologist/Social Worker Office	110
Storage/File Room	240
Speech & Hearing Specialist/shared	110
Secretary for Student Services Offices	100

Health Offices

The Health Suite is to be located within the building in such a way as to provide easy access for use by not only high school students but by college students. Currently, the college provides minimum health services to students during the school day. Since the Prep will share

the facility with the college, health services can be cooperatively provided through this project to Capital Community College students.

It is anticipated that the space required to provide the health services to both student bodies is as follows:

Space	Square Footage
Nurse's Office	150
Nursing Assistant/Waiting Room	150
Space for cots/with draw curtains (4)	250
Examination Room	100
Handicapped Toilet Rooms (female/male)	160
Waiting/Circulation Areas	150
Storage	75

Faculty Spaces/Storage

As with the student services and academic affairs offices, the faculty offices and conference spaces are to be located to allow easy access by students. Students should be able to have access to the teaching faculty at all times during the school day for conferencing, guidance and special projects.

The design and layout of the offices should be arranged so as to provide for better communication and planning among faculty members. During the design phase of this part of the project, as well as others, it is important to consult with the teaching faculty to assure that their comments and ideas are included in the final structure.

The spaces noted in the chart that follows are the minimum recommended spaces.

Space	Square Footage
Faculty Offices/conference spaces (24)	1,500
Faculty Workroom/kitchenette/mailboxes	250
Copy Room (s)	150
Book storage (2)	500
Teaching Supplies Storage (2)	500

Specialty Spaces

To complement the teaching climate within the building, special student activity rooms are to be included. Paramount to the teaching classrooms is the inclusion of three Internet café/student lounges, one on each level of the building of approximately 500 square feet each.

These supervised areas are to be used by students during lunch breaks and between class assignments.

Included within these areas will be casual furniture for eating lunch and working on classroom assignments and computers to allow students' access to the Internet. In addition, student activity offices are to be included within the Internet cafés or adjacent to these spaces for student work on yearbook, student newspaper, or other club activities. It is anticipated that three offices will be needed at approximately 225 square feet each.

A rehearsal and meeting hall for internal student uses during the day of 2,000 sq. ft. is requested to support the instructional program.

Gymnasium/Multipurpose Space

Part of the high school student's experience towards graduation requires credits in physical education. To meet this need a full sized gymnasium/multipurpose space is being planned. As with the Health Suite, this is an ideal opportunity for the area to serve not only the needs of the high school students but also those of the college. It is anticipated that when the gymnasium/multipurpose is not in use by high school students, college students can use it.

The large, flexible multi-purpose area will be used for a variety of purposes including athletic events; curricular and co-curricular activities; physical education activities such as yoga, dance, and athletics; and recreational activities. Also included in the space should be an indoor adventure area to address the limitations of an urban campus. Since there will be no athletic fields within a reasonable distance the building will need to accommodate the varied interests of the integrated student body. Additional space concessions will have to include designated areas for storage of athletic equipment including, but not limited to, a crew shell.

The gymnasium/multipurpose space are to be full sized including spectator bleachers with the capability of accommodating 700 people. At a recommended size of 7,500 square feet, the area should include appropriate locker and shower rooms for both male and female students. Also included will be offices for the physical education and coaching staff of approximately 300 square feet for two offices, male and female staff.

Food Service (Kitchen and Cafeteria)

Dinning room space is to be sufficient to feed the entire student body and faculty. The size of this school requires a full service cafeteria with a kitchen capable of accommodating the student enrollment. Patterns for seating would require a seating capacity of approximately 200 students per seating in 3 waves. An approximate space requirement for both kitchen and cafeteria would be 11-12,000 square feet.

Included within the kitchen/cafeteria space should be the following:

- Dry storage areas with appropriate shelving together with a combined walk-in refrigerator freezer
- Serving areas should provide for multiple feeding lines to reduce time required for serving
- Employee toilets and locker room
- Office for the cafeteria managers with windows to provide for visual supervision of cooking areas
- A dining area for faculty should be included with outlets for refrigeration and microwave together with a sink.

Maintenance/Operations

Last, but certainly not least, are the maintenance and operational requirements for the building. The expected square footage for the entire structure will be approximately 76,000 square feet when completed. This figure is based upon both instructional and non-instructional space required to support the middle college educational program. The non-instruction space is allocated for building systems that include corridor circulation, stair towers, wider corridors, appropriate student and staff toilets, an elevator, and related common spaces.

The maintenance and operations space should be planned around the following requirements

Areas	Description	Square Footage
2	Head in Rooms/Tech./Telecom.	500
1	Security Office	200
1	Maintainer Office/Shop Combined	425
1	Custodian Closets	75
1	Large Storage Area	400
2	Employee Locker Room and Toilets	280
1	Utility Area/Boiler/Electrical	1,500
4	Data Closets	200
1	Water Sprinkler Room	200
1	Elevator Machine Room	200

COMMUNITY USES

Capital College Preparatory is a school that is designed around the notion that the lines between the community and the school are blurred. A graduation requirement is a community

service project. Likewise, the school has been inspired by parents. Therefore the goal is to make the operations as transparent, engaging and user friendly as possible. Finally, Capital College Preparatory and the college have a mission of educating the community where it is. Thus the space must be designed to host the community, its interest and many of its meeting needs.

The pursuit for justice in society can be found in many disciplines. The arts, sciences, social and physical, politics, athletics, education and the law are home to many who have sought to improve the human condition. Capital College Preparatory will need a physical plant that will support the varied courses of study sought in the pursuit for justice in society. Centralized meeting and exhibition spaces will be needed to accommodate the expected year round and constant on campus presence of community organizations. As students will need to create a year long community service project, community service agencies will spend a great deal of time within the building collaborating with college and Prep faculty as they mentor students.

Connecticut Collegiate Awareness and Preparation, the genesis of the school, will also be on campus serving its students. The collaboration between the Department of Higher Education, who funds Connecticut Collegiate Awareness and Preparation, the college and the school will produce a comprehensive supportive educational experience. Connecticut Collegiate Awareness and Preparation will need three traditional offices along with a shared conference room.

The Parent Advisory Group, a 10 member organization that provides guidance and insight to Connecticut Collegiate Awareness and Preparation and its parents, will expand to become the school's source of parent collaboration. They will continue to organize community service activities, as has been the case with Connecticut Collegiate Awareness and Preparation where they conduct 15 activities per year. They will also continue to plan major celebrations, such as awards banquets and graduations. The Parent Advisory will also continue to mentor parents. Among the most significant efforts that they undertake is mentoring other parents. The Parent Advisory Group was developed to support Connecticut Collegiate Awareness and Preparation's parents as they support their children through the process of seeking a four year college degree. The group was also developed so that it could encourage and support parents as they go back to school to complete their high school and/or college degree. Capital has extended itself to put forth all reasonable effort to accommodate the parents of Connecticut Collegiate Awareness and Preparation students who wish to attend college. To serve the Prep's 600 families the parents will need two offices and a shared conference area.

The schools will also house the Hartford Magnet Schools' Office. This essential organization will accept applications, host prospective families and monitor the developing magnet schools. It will need four offices and a shared conference room.

Beyond the specific relationships that are developed between Prep and parents, Connecticut Collegiate Awareness and Preparation and community organizations, other nonprofit agencies will be encouraged to hold meetings and events at the new site. Centrally located in Downtown Hartford, we are confident that organizations large and small will seek the opportunity to utilize the facility both during school hours and after. Therefore, the space must be configured to allow for activities to take place within the building that do not disrupt teaching and learning.

Capital College Preparatory will truly be a community hub. Mayor Eddie Perez has connected it to the proposed College Park project in which UConn, Capital and RPI will share one contiguous space.

SYSTEMS

The school will have an automatic control system designed to promote a safe, efficient and healthy indoor environment control. Standards for design selection include reliability, simplicity of operation, comprehensiveness, energy efficiency, low ongoing maintenance and repair costs, length of useful life and operational efficiency overall. Capital College Preparatory will require the following systems to meet the educational programmatic needs.

1. Integrated voice, video, and data in all spaces with a minimum of five data locations in each classroom, six locations in each of the two internet cafes and 24 locations in the computer lab. Head-end equipment for distribution is to be located in the Head-In Room. Internet and cable television access is also required. The technology infrastructure should support the highest feasible speeds.
2. Consideration should be given to the installation of a new wireless technology system, provided it can be easily integrated into the college's system.
3. Integrated telephone and intercom system with dial-out capabilities and paging from each area of the school is needed.
4. Security and video surveillance systems are to be provided for selected areas of the school, primarily at points of entry and high traffic areas of the school. The security system should use both infrared and motion sensing technology. Selected exterior doors should have contacts that activate video cameras. A monitoring console for the video surveillance should allow the viewing of all exterior doors, parking lots, and delivery areas. Panic buttons should be provided for immediate access to the Police Department via a telephone dial-out switch.
5. Complete fire alarm system with sprinklers, pull stations, horns, flashing, lighting, voice evacuation in areas of large assembly, smoke and heat detectors, battery backup, and plastic shields on pull stations is required. Depending upon the building design, the fire alarm system could be integrated with the MCC's system and monitored through one location. The fire alarm system should have a direct connect to the Manchester Fire Department in case of activation.
6. Energy management system to monitor and control mechanical systems for heating, ventilation, air conditioning, interior and exterior lighting with appropriate manual overrides is required.

7. A fully programmable clock and bell system is requested that will allow the school administration flexibility of bell signals as needed. Clocks must be located in all spaces throughout the school. Choice of tones and loudness levels must be part of the program.
8. There is to be a lighting plan to promote an optimal learning environment. Lighting should be designed to maximize the use of natural lighting in all areas of the building and supplemental artificial lighting to ensure appropriate foot candles of low glare brightness and illumination.
9. Interior surfaces, carpeting and related interior finishes should be used that are easy to maintain.
10. In addition to the above, the programmatic needs of the school must be in compliance with the Design Guidelines of the Hartford Public Schools.

ENVIRONMENT

The electrical service provided to the building should be between 800 amps and 1200 amps, 120/200 volt, three-phase to meet the need of all mechanical equipment, lighting, and educational equipment. Controls should be through circuit breakers and the entire system must be properly grounded.

All light fixtures, controls, motors, switches, and electrical components must be of an energy conscious design to reduce the use of electricity. All operating systems must be monitored and controlled by an energy management system capable of reducing peak demand and load shedding.

Plumbing in the school must meet present codes; and the sanitary sewer lines must be properly sized and located to handle the anticipated load.

The entire facility should be properly heated and cooled, including the air conditioning of the entire building.

The facility must be accessible to handicapped individuals and appropriate provisions made for all doors, stairs, built-in equipment, sinks, toilets, and other fixtures used by handicapped individuals.

An elevator must be installed since the facility is anticipated to have more than one level.

EQUIPMENT

This section outlines the equipment and furnishings to be purchased as part of Furniture, Fixtures and Equipment section for the building. The following list will be defined in greater

detail as design work on the project continues. Consideration of manufacturers, models and colors will appear in the final bid package for equipment and furnishings.

General Classrooms/Special Education

- Student desks and chairs
- Teacher's desk and chair
- Four drawer file cabinet with lock
- Built-in or portable book cases
- Smart Board integrated with Internet/ internal uses
- Coat storage
- White board and bulletin boards

Specialized Classrooms

World Language Electronic Lab

- Digital Lab
- Student work stations with appropriate ergonomic chairs
- 15 student computers
- Four drawer file cabinet with lock
- Small book case
- Smartboard integrated with Internet/internal uses
- Coat storage
- White board and bulletin boards

General Science/ Biology Lab

- Lab tables to accommodate up to 22 students per classroom
- Student stools
- Lab demonstration tables
- Equipment for general science and biology labs
- White board and bulletin boards
- File cabinets and instructor desks in work prep areas.

Computer Instruction Lab

- Computer tables and chairs for students
- Computers for students and teacher
- White board and bulletin boards
- File cabinets and teacher desk

- Smartboard with internet integration

Elective Subject Rooms

Art/Graphic Room

- Teachers' work station and chair
- Work tables with student stools
- Drying racks
- Portable partitions for display of student work
- Presentation cubes
- Roll paper dispensers
- In room and corridor display cases
- Bulletin boards/White boards
- Smartboard
- Coat racks

Administrative/Guidance/Faculty and Related Office Areas

- Desks with ergonomic chairs
- Four drawer lateral file cabinets with locks
- Work table
- Computers with printers
- Copy machines with collating capability
- Separate fax machines
- Storage cabinets with locks
- Conference table and chairs
- Visitor chairs
- Coat racks
- Teacher mail boxes
- Window treatment in all areas

General Conference Center

- Furniture and equipment that will be able to accommodate a flexible program
- Display boards, partitions and moveable walls to create separate meeting spaces
- Seating for half of the student enrollment
- High quality large projection screen with appropriate support equipment
- Risers for performances
- Coat storage
- Flags

Kitchen/Cafeteria

- Full service kitchen in line with Hartford Public School Design Guidelines, December 2003
- Moveable tables for seating with 8 students per table/3 waves of students
- P.A. System, microphone speakers
- Piano
- Adequate seating for a third of the student enrollment

Health Offices

- Desks and chairs
- Four student cots
- Doctor's examination table
- Locked medicine storage cabinet
- Four drawer lateral files with locks
- Computer with printer
- Small lockable refrigerator for medicines
- Student chairs
- Lockable medical supply cabinets
- Bulletin boards
- Coat racks

Internet Cafés and Student Activity Offices

- Casual student lounge furniture
- Round tables with chairs
- Computers and printer
- Isolated areas for working on computers quietly
- Small book cases

Gymnasium/Multipurpose Space

- Miscellaneous gym/exercise equipment
- Volley ball standards
- Wall and floor mats
- Climbing wall
- Separate P.A. system with speakers and microphone

Technology/Telecommunications

Telephones and technology for the school will be comparable to that of the college and fully integrated into the college network system. A detailed listing of the Projected Technology Equipment is included in the Appendix C that highlights the needed equipment.

Noted below are the major items that are included in the schedule of equipment to be purchased.

- Office computers
- Classroom computers
- Office Printers
- Classroom printers
- Smartboard with enhanced sound system
- VCR/DVD
- Routers and switches
- Telephones and switching equipment
- Presentation tables for instructional P.C.
- Related connecting cables and peripherals

PRIORITY CATEGORY

The Capital Preparatory Inter-district Magnet High School at Capital Community College will operate as interdistrict magnet school as provided in P.A. 95-226. Therefore, it is to be considered as a magnet school priority category.